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ABSTRACT

Nebraska Adult Basic Education (ABE) program administrators have been studied in terms of their general characteristics and part-or full-time positions in an attempt to gather data to assist in future program development, administrator recruitment, and administrator training programs. A questionnaire was sent to all known administrators in the State, with a 93.44% return. Four major sections sought information regarding: (1) demographic/biographic data; (2) the nature of each respondent's program, including problem evaluation; (3) administrator task analysis; and (4) perceptions of competencies and need for additional education. Data analysis is presented in 19 tables and major findings are enumerated. Most administrators were found to be male, part-time, between 30 and 50 years old, having some graduate training, and no specific training for adult education work. A variety of competency training and educational needs were uncovered, with part-time people indicating more need in this area. Results are stated in a variety of formats, and recommendations include that the State Department should continue to seek additional funding for hiring full-time administrators. The questionnaire, location of courses and programs, high school equivalency diploma statistics, and 1970 Census information regarding Nebraska's educationally disadvantaged adults are appended. (LH)

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ADULT BASIC EDUCATION IN NEBRASKA ADMINISTRATOR COMPARISON STUDY

FOR: NEBRASKA STATE DEPARTMENT OF EDUCATION
ADULT EDUCATION SECTION,
LINCOLN, NEBRASKA

BY: DEPARTMENT OF ADULT AND CONTINUING EDUCATION
UNIVERSITY OF NEBRASKA, LINCOLN

OCTOBER 1, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Adult Education has experienced a rapid growth during the past few years in the United States. Programs of adult and continuing education in the State of Nebraska have also made impressive advances in recent years. The Adult Education Division of the Nebraska State Department of Education under the leadership of Dr. Leonard Hill along with the cooperative efforts of the University of Nebraska, the state technical community colleges, various other higher education institutions, public school administrators, and the Adult and Continuing Education Association of Nebraska have helped increase significantly the total number of adults served each year.

There exists, however, a need to provide even more programs of adult education to the citizens of this state in order to fulfill the promise of life-long learning for all who desire it. The purpose of this research project was to contribute in solving some of the tasks that lie ahead. It was felt that an analysis of the leadership in Adult Basic Education would provide some insight and information needed to understand better the field of adult education in Nebraska and provide for its future needs.

The research assistance of Mr. Jack Watkins and Mr. Ken Dolezal is greatly appreciated. In addition, Dr. Hill, his staff, and ABE administrators in Nebraska have provided valuable assistance and information.

Roger Hiemstra
Project Coordinator

October 1, 1975

W.C. Meierhenry
Department Chairman

TABLE OF CONTENTS

	Page
CHAPTER I INTRODUCTION	1
General Statement	1
The Need to Examine ABE in Nebraska	2
Problem Setting	3
Purpose of the Study	5
Limitations of the Study	5
Definition of Terms	6
Outline of the Study	8
References	9
CHAPTER II SURVEY OF SELECTED LITERATURE	10
Introduction	10
The ABE Administrator	11
ABE in Nebraska	13
References	16
CHAPTER III DESIGN OF THE STUDY	18
Type of Study	18
Data Collection Procedures	18
Validity	19
Reliability	19
Population for the Study	20
Data Analysis	20
The Respondents	22
General Information	22
Significant Differences	26
References	30
CHAPTER IV FINDINGS	31
Introduction	31
Administrators' Perceptions	31
Problems	31
Administrative Tasks	34
Competency Training Needs	47
Part-time vs. Full-time Administrators	55
CHAPTER V SUMMARY, CONCLUSIONS, AND IMPLICATIONS	60
An Overview	60
Recommendations	61
State Department Level	61
Training Implications	63
Planning Information	65
Additional Research Needs	67
Conclusions	68
References	69
APPENDIX A STUDY QUESTIONNAIRE	70
APPENDIX B LOCATION OF ADULT EDUCATION COURSES AND PROGRAMS IN NEBRASKA	77
APPENDIX C HIGH SCHOOL EQUIVALENCY DIPLOMAS EARNED	80
APPENDIX D 1970 CENSUS INFORMATION PERTAINING TO NEBRASKA'S EDUCATIONALLY DISADVANTAGED ADULTS	81

LIST OF TABLES

Page

Table 1. Adult Basic Education Enrollments in Nebraska Public School Districts from 1969-73 3

Table 2. Various Demographic/Biographic Characteristics of the Study's Respondents 23

Table 3. Major Area of Study by College Degree 24

Table 4. Crossbreak Comparisons of Three Demographic/ Biographic Variables with Age 27

Table 5. Crossbreak Comparison of Two Demographic/ Biographic Variables with Highest Degree Obtained 28

Table 6. Crossbreak Comparison of Sex with Adult and Continuing Education Association of Nebraska Membership Status . 29

Table 7. Importance Attached to Various Administrative Problems 32

Table 8. T-test Comparison of Various Demographic/ Biographic Variables with Some Problem Areas 33

Table 9. Importance Attached to Various Administrative Tasks . . 35

Table 10. T-test Comparison of Various Demographic/ Biographic Variables with Some Tasks 38

Table 11. Percent of Adult Education Time Estimated for Several Tasks 44

Table 12. T-test Comparisons of Various Estimates of How Time on the Job is Spent with Some Problem Areas and Administrative Tasks 46

Table 13. Responses and Rankings Indicating a Need for Additional Knowledge for Various Competencies 49

Table 14. Crossbreak Comparisons of Various Demographic/ Biographic Variables with Several Competency Areas 50

Table 15. T-test Comparison of Two Demographic/Biographic Variables with the Total Number of Perceived Needs 56

Table 16. Crossbreak Comparisons of Sex with Part vs. Full-time Status 57

Table 17. T-test Comparisons of Administrator Perceptions of Problems and Tasks with the Employment Status 58

LIST OF TABLES
(cont.)

Page

Table 18. T-test Comparison of Employment Status with the Total Number of Perceived Needs 59

Table 19. Methodological Preferences in Acquiring Additional Knowledge for Various Competencies 66

CHAPTER I

INTRODUCTION

General Statement

The need to evaluate and research educational endeavors is imperative. Above and beyond the realistic need to be accountable lies the altruistic desire to do "good", especially in this era of economic hardship. No longer can the American society afford to pour resources into various educational programs without assessing carefully their effectiveness.

Formal evaluation of educational programs can be beneficial in several ways:

> One benefit is simply that someone is considering whether the most important evaluation questions are being asked. Another is the greater likelihood that evaluative judgements will be based on adequate information. A third benefit is that persons in a position to improve the program are more likely to know about the evaluative judgments and to be committed to using them.[1]

Research and evaluation are very important for a program of basic education such as Nebraska's state-wide program of Adult Basic Education. The attempt to provide basic education for all adults is a necessary action in response to the changing survival needs of people living in a dynamic society. Therefore, this research effort endeavored to measure the effectiveness of the ABE program.

The impact of the administrator upon the success or failure of ABE activities is one which needs to be analyzed. Many ABE administrators or persons carrying out administrative tasks are former, part-time, or full-time public school teachers. It is important to study the effects of educational background and experience on the success of ABE programs.

A question, too, for this study is what is the effect of having full vs. part-time program administrators? "Employment of a full-time director of ABE programs in

urban centers will result in a more coherent, aggressively developed and better administered local programs . . ."[2] If such a suggestion is valid for urban areas like Lincoln and Omaha, will it be just as valid in the rural areas of Nebraska?

The implications of the above discussion for education in general and adult education specifically are numerous. Obviously, the entire approach to funding may need to be re-examined. Full-time administrators for many parts of rural Nebraska may be impossible; however, the rapid expansion of the community college in the state may provide a means for securing full-time administrators who work on an area basis or who share ABE responsibilities with other adult education duties. In addition, the training of administrators and supervisors will no doubt need to be addressed in a different way once a better understanding of the ABE administrator is possible. Finally, the approaches taken by the state's education office in working with ABE programs may need some revision. It is hoped that this study will provide some useful information in dealing with such issues.

The Need to Examine ABE in Nebraska

The growth of adult education in the State of Nebraska has been spectacular in recent years.

- - The Department of Adult Education at the University of Nebraska-Lincoln now has nearly 250 graduate students pursuing Masters and Doctoral degrees.

- - The 1973-74 community college enrollments exceeded 48,000 adults just in community service, adult, and continuing education areas.

- - The Nebraska Public Schools experienced a 36 percent adult education enrollment increase in seven years, enrolling nearly 42,000 adults by 1972.[3]

The Adult Basic Education program has experienced even greater growth in the past few years. For example, Table 1 shows ABE enrollments for several years.

Table 1.

ADULT BASIC EDUCATION ENROLLMENTS IN NEBRASKA PUBLIC SCHOOL DISTRICTS FROM 1969-73

Year	Adult Basic Education	Percent Change from Previous Year
1969-70	1,764	35.0%
1970-71	3,737	111.8%
1971-72	3,818	22.0%
1972-73	6,098	62.3%

Source: Adult and Community Education Section, State Department of Education, Lincoln, Nebraska.

Note: See also Appendix C for a display of the growth in high school equivalency certificates awarded in Nebraska.

Thus, the growth of ABE and the related staff development needs are important issues that the State Department of Education must consider in its long range planning efforts. The results of this study should prove useful in future program planning decisions.

Problem Setting

A variety of problems exist related to the provision of quality ABE programs in

the State of Nebraska. One major problem centers around the securing, training, and successful utilization of program administrators. Because the University of Nebraska's Department of Adult and Continuing Education does not have a specialized training emphasis in ABE, the Department's administrative training efforts are directed toward potential ABE administrators on a limited basis. The Department is currently in the process of adding personnel and courses specific to ABE, but most training efforts have been through special workshops, adult education conferences, and individualized help from the State Department of Education. Consequently, one problem of the study was to find as much information as possible about Nebraska's ABE administrators. Another problem exists because of the many sparsely populated parts of the state and the limited financial support for ABE. That problem is the widespread use of part-time directors of ABE instead of full-time administrators.

> The program administrator tends to be the "cement" that holds the components of the ABE program together. When this vital full-time role is lacking, . . . the program tends to be smaller, to include primarily the easy-to-reach participants, and to include few services beyond the classes themselves.[4]

The administration of Nebraska's ABE programs at the community level is carried out in one of three ways: (1) by a full-time director of adult education, (2) by a part-time director of adult education, or (3) by classroom teachers who complete only those administrative tasks necessary for the operation and continuation of their individual classes. For the purposes of this study types two and three were grouped together and classified as part-time.

In Nebraska the number of full-time directors of ABE is quite small. Thus, another problem of this research was to compare and contrast ABE programs based on the types of administrative arrangement existing: 1) full-time director and 2) part-

time director. As will be explained in Chapter III, the programs were examined in a variety of ways in order to extract information on both arrangements.

Purpose of the Study

To provide some answers to the problems described above, the following components of ABE programs and administrative arrangements were studied and are the purposes of the study:

1. To compare on various characteristics the ABE programs and administrative arrangements in the State of Nebraska
2. To describe the ABE administrators in terms of:
   a. Demographic characteristics
   b. Educational background
      (1) Educational preparation
      (2) Administrative experience
      (3) Professional association memberships
   c. Attitudes toward a variety of administrative problems
   d. Attitudes toward a variety of tasks
   e. Perceived needs relative to various competency areas
3. To derive some implications, possible conclusions, and suggestions for future research.

Limitations of the Study

The study had three major limitations. The first of these dealt with the fact that there is an incomplete theoretical framework for asking relevant questions pertaining to ABE program success. Consequently, research on this subject must be initially exploratory and knowledge-building. Reliable benchmarks pertaining to the administrative function, the administrator, and training needs as they affect program success must be established.

The second limitation directs itself to the ABE programs studied. A questionnaire study was conducted in all Nebraska communities that have an ABE program; however, not all program administrators participated. Thus, it is assumed that data compiled from the questionnaires represent all ABE programs in the state, but the limitations of incomplete data make this assumption somewhat hopeful.

Another limitation centered around the questionnaire utilized to gather the information. Some answers analyzed for this study no doubt are based on misinterpreted questions. However, it was assumed that respondents completed the forms to the best of their ability.

Definition of Terms

Certain terminology used in this report requires definition. Unless noted otherwise throughout the report, the following definitions were utilized:

Adult -- Any person who has reached the maturity level where he or she has assumed personal responsibility for self and sometimes others and has assumed a productive role in the community.

Adult Basic Education (ABE) -- Instruction in communicative, computational, and social skills for adults whose inability to use these skills lessens their obtaining or retaining employment commensurate with their real ability. This usually includes instructions for adults whose educational attainment is below eighth grade level.

Adult Education -- Relationship between a student and an educational agent in which the agent provides and/or supervises a series of related learning experiences for the student.

Administrator -- A person chosen to discharge the administrative duties related to personnel management, planning, funding, student recruitment, and evalu-

ation in a community's ABE program. In the State of Nebraska such an individual can work through a public school, community college, public institution, or state college.

Full-time Administrator - A person spending a majority of his/her time as an ABE administrator.

Part-time Administrator - A person primarily involved with teaching or some administrative duties other than with an ABE program. ABE administrative duties would then represent only a small portion of his/her work responsibilities.

Clientele -- Refers to the person or type of persons benefiting from a specific educational service.

Community Service -- The provision of community-wide education to individuals based on their needs. This term typically is associated with the activities of a community college.

Continuing Education -- "That idealistic and timeless conceptual thread that connects all deliberate efforts to help the human organism learn throughout life. . . It has become common for adult educators who function within the (formal) context of colleges and universities to refer to their activities as continuing education."[5]

Course -- Term used to designate a specific type of adult learning event which has an identifiable purpose and content.

English as a Second Language (ESL) -- The study of English by an individual who actively communicates verbally and graphically with a language other than English.

General Educational Development (GED) -- Curriculum consisting of organized learning experiences designed to increase skills, knowledge and understanding in the academic areas of social studies, English, literature, science and mathematics.

Adults who successfully pass the GED test earn GED or high school equivalency certificates which permit them to enter colleges or universities, vocational schools, or a variety of other training programs.

Lifelong Learning -- "A universe of purposeful learning opportunities found both within and outside the formal (systems)."[6] It is usually thought of in connection with the need to learn throughout one's lifetime in order to cope with a constantly changing society.

Program -- An activity which is planned and organized with specific objectives.

Outline of the Study

The second chapter reviews some literature related to administration of ABE programs. Much of the available literature pertains to a general discussion of the topic on both a national and state level. However, the chapter presents some information specific to ABE directors and to ABE programs in the State of Nebraska.

Chapter III describes the design of the study and includes the following: (1) a discussion of the procedures employed to collect the data including a description of the data collecting instrument, (2) a description of the participants in the study, and (3) a discussion of the data analysis and display scheme.

Chapter IV contains a display and discussion of the findings. This chapter includes numerous tables to help present the data with statistical testing employed whenever it aids in explaining or exploring the data.

The final chapter (V) discusses the implications of the findings and draws some tentative conclusions. The chapter also contains a brief summary of the study, makes several recommendations, and indicates some further research needs.

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CHAPTER II

SURVEY OF SELECTED LITERATURE

Introduction

Adult and continuing education has emerged as a distinctive part of the total educational system. Industries, universities, vocational-technical schools, colleges, community public schools, government agencies, and many other agencies are making educational services available to adults. Educators are predicting that major changes will be made in the structure of our educational system with one of the revisions being the extension of education over one's lifetime, "life-long learning". As an example of lifelong educational needs, the number of students in Adult Basic Education programs nearly doubled during the years from 1969 to 1972.[1]

Recently legislation was introduced in Congress that, if passed, would allow states to support adult education programs in accordance with local needs and priorities.[2] In particular, this legislation would allow adults to continue their education through the secondary school completion level; also, the bill made provisions for the development of experimental projects, research, and the professional development of teachers and administrators of adult education programs.[3] As legislation of this nature becomes law, many new adult education programs no doubt will be added to the already rapidly growing list.

As the number of adult education programs increases in the State of Nebraska, more personnel need to be trained for the role of administrator and director of the newly-created organizations. Because the State Department of Education desires to determine the relationship between the administration afforded by different types of directors and the success of an adult education program, they have cooperated with the Department of Adult and Continuing Education at the University of Nebraska in

this study. Thus, the study is an effort to determine some useful criteria for selecting administrative personnel and for deciding what type of administrative arrangements have the most potential in developing effective ABE programs.

The ABE Administrator

Griffith describes the function of the director of an adult education program as follows:

> The director of an adult education program has many of the same responsibilities as a school system superintendent. He must set up a curriculum; he must hire a teaching staff; he must determine the competence of prospective teachers; he must evaluate the adequacy of the instruction; he must see that financial records are maintained, and, in most cases, that the budget is balanced; he must see that adequate records are developed and maintained; he must see that provisions are made for supplies and equipment; he must see that registration is orderly and efficient; he must see that the physical plant is properly maintained; and he must provide for the necessary in-service training for his staff.[4]

In addition to these many tasks, most directors serve as a public relations person, plan student recruitment campaigns, and analyze needs in order to plan an appropriate program. They must also work cooperatively with industries, schools, volunteer agencies, churches, and service organizations to provide educational opportunities for the entire community.

Desirable, too, the director should hold a philosophy of education congruent with that of the supportive institution of which he or she is a part. Bergevin states a philosophy of adult education acceptable to many educators:

> Adult education has a general purpose: to discover and present to the adult the opportunity to advance as a maturing individual, and to help him learn how to contribute his share to the civilizing process. This purpose would seem to offer an opportunity to the learner and to the teacher to think of the adult as a unique human being with possibilities and limitations, constructive and destructive tendencies, capable of socially acceptable and antisocial acts and able, to a degree, to become the good and virtuous person Aristotle describes in his Politics.[5]

What has been described to date is a person trained specifically for the task of administering adult education and committed to developing a comprehensive program for the community in which it is based. However, in examining ABE programs in the United States it becomes apparent that most administrators now working in Adult Basic Education were not originally prepared for this type of work with adults. In essence, the ABE field has been struggling to develop an identity which will suggest to prospective educators that a valid career choice even exists.[6]

The lack of adequate preparation or of an early career choice no doubt has a variety of effects on local programs that only continuous research will be able to uncover. However, one recent study found evidence of disagreement among administrators and other groups on the actual objectives of ABE/GED programs and a significant difference of opinion on who should formulate objectives for students.[7] It could be concluded that problems of this nature may have long range deleterious effects on ABE programs.

Another type of problem is the fact that many ABE administrators are former or part-time K-12 teachers. If such individuals accept a position administering ABE programs, they often do so for "moonlighting" reasons or for a variety of other incentives:

> . . . administrative experience and visibility as an aid to subsequent promotion in the system, the challenge of being a pioneer . . ., the satisfaction of doing something to help solve some of our urgent social problems, and whatever feelings of power and status that come from being an administrator.[8]

Even given the problems of inadequately trained directors, and of many part-time people, there is evidence that those individuals who eventually select ABE as their professional area of interest, part-time or full-time, "tend to be action-oriented with strong commitments about social progress and with optimism about the extent to which adults can change." It is this sense of growing professionalism and commitment that is so encouraging and that has the potential of countermanding a variety of deleterious problems.[10]

ABE in Nebraska

The Department of Adult and Continuing Education at the University of Nebraska and the Division of Adult Education at the Nebraska State Department of Education cooperate annually on a variety of adult education research projects and workshops. The Adult Basic Education (ABE) Evaluation Reports of 1970 and 1971 are two examples of these types of endeavor.

The reports reflect an amazing growth in ABE in just a few years. The 1970 report, for example, showed the following ABE enrollments in the State of Nebraska:

1967 - 703 enrollments

1968 - 967 enrollments

1969 - 1830 enrollments [11]

These figures reflect a 160% increase in only three years. At the same time, it was estimated in the study based on census information that nearly 280,000 Nebraskan adults still are in need of ABE.[12] The potential for growth based on these findings is staggering. The number of professionals and volunteers working in ABE programs has also increased in the past few years. The following figures reflect this growth from 1968 to 1969.[13]

	1968	1969
Full-time	10	9
Part-time	62	129
Total	72	138

These figures reflect a 92% increase in the one year.

The 1971 evaluation report revealed that these patterns of growth were continued. For example, 1845 students were enrolled during 1970 in ABE programs throughout the state.[14] Although the percentage of increase over 1969 was small, this was a year

when federal support of ABE began leveling off. The report also showed that a total of 199 part- and full-time professionals and volunteers worked as staff members in ABE programs.[15] This reflects a 44% increase.

The Department carried out a study in 1972 of a different group of adult education programs. Responding to a questionnaire, 329 public schools reported the following regarding their adult education efforts:

> Of the returned, . . . 132 schools checked (that) they have an adult education program . . . Of those schools which responded in the negative, 140 schools identified programs they would like to develop. . .[16]

The number of professionals working in these programs is also large. A total of 131 schools reported that they had a full-time, part-time, or extra-time administrator for their adult education programs.[17] In addition, 1270 teachers of adults working on these programs were also identified.[18]

This study also discovered a wide diversity in the types of courses being offered. A total of 439 courses were offered in subjects including such topics as agriculture, arts and crafts, self-enrichment, and parent and family life.[19]

A final study to be reviewed here involved a 1973 examination of adult education programs and attitudes of personnel toward adult education in a variety of educational institutions. In 114 public schools surveyed, it was found that fourteen has full-time administrators of adult education and 100 had part-time administrators.[20] The total number of personnel, part-time, full-time, and volunteer, were reported as follows:[21]

1971	1972
957	1086

In both of the above years, approximately 64% of the total personnel were part-time teachers of adults.

The location of the programs of adult education in the above study was somewhat varied, although most (83.7%) were in public schools. (Appendix B has additional information on program location.) In addition, 13.5% were in a technical community college, 1.9% were in a state college, and one program was located in a nursing home. [22]

The Department of Adult Education is in the process of completing more studies on adult education in Nebraska. In addition, graduate student research, research in other institutions or in departments of the University, and evaluation efforts by the State Department of Education will continue to build a picture of adult education programs for the state.

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[17] Ibid., p. 10.

[18] Ibid., p. 7.

[19] Ibid., p. 16.

[20] Roger Hiemstra, Adult Education Programs and Planning Needs in Selected Nebraskan Educational Institutions (hereafter referred to as 1973 Report), (Lincoln, Nebraska: University of Nebraska Department of Adult and Continuing Education, 1973).

[21] Ibid.

[22] Ibid.

CHAPTER III

DESIGN OF THE STUDY

The theme developed thus far is that administrative arrangements can be quite varied from one community to the next, and that such arrangements need to be analyzed in order to determine their strengths and weaknesses. Most ABE administrators in the State of Nebraska are part-time and, frequently, have had little experience in adult education. Thus, it seems logical to ask the question: What is the current picture regarding ABE administrators and administrative arrangements in Nebraska? It is the purpose of this study to provide some answers to that question in order to better plan training programs, to better understand how to recruit administrators, and to improve the ABE program.

Type of Study

This research endeavor used exploratory field study techniques. Katz notes that exploratory studies have three purposes:

> To discover significant variables in the field situation, to discover relations among variables, and to lay a groundwork for later, more systematic and rigorous testing of hypotheses.[1]

As this is only an initial attempt to explore and to discover some of the information regarding administrative arrangements in ABE programs, there are no hypotheses for statistical comparison. However, it is expected that the results of this study will provide a better understanding of some existing variables, prompt continued research, and promote a later testing of hypotheses.

Data Collection Procedures

The data collection procedures involved the use of a questionnaire (see Appendix A). The instrument contained four major sections. The first section ascertained information of a demographic/biographic nature. The second section dealt with information specific to the nature of each respondent's adult education

program, including an evaluation of the various administrative problems each respondent faced. The third section asked respondents to indicate the importance they would attach to a variety of possible tasks for an administrator. The final section sought information regarding each respondent's perception of his or her competencies for administering ABE programs and how additional knowledge through continuing education could be achieved.

Validity

In developing the questionnaire an initial review of literature aided in assessing the types of questions to be asked. After a draft of the instrument was constructed a panel of judges was utilized to assist with the content validation. The State Director of Adult Education, the Chairman of the University of Nebraska Department of Adult and Continuing Education, a graduate student research assistant, and an ABE full-time administrator examined the questionnaire. The panel provided suggestions on the research plan, on wording, and made judgements on the questions to be included in the instrument. Finally, observations were made during the pilot-testing that suggested the instrument was actually measuring administrators' attitudes, knowledge, and educational needs.

Reliability

The instrument was pilot-tested with four ABE administrators after a second draft was completed. One full-time administrator and three part-time administrators were involved, none of whom were included in the final population. They provided comments and completed the instrument, yielding information that resulted in minor modifications and a third and final draft of the instrument. Two of the pilot-test administrators were called by telephone two weeks later and asked the same questions. There were no significant changes in their responses and it was assumed

that as reliable an instrument existed as was possible to construct on limited resources.

Population for the Study

The population that received a questionnaire consisted of every known ABE administrator, part-time or full-time, in the State of Nebraska at the time of mail-out (early summer, 1974) except those who had participated in the pilot study. Thus, 122 instruments were mailed out and 114 were returned for a 93.44% return. Telephone follow-up through the state WATS line helped to generate such a high rate of return.

Data Analysis

Tables with frequencies, percentages, means, and standard deviations will be utilized to describe much of the data throughout Chapters III and IV. In addition, the following analyses were employed wherever it was determined that priorities, perceptions, or needs could be better explained or where the significance of any differences shown through exploratory computations could be shown.

1. The t-test of significance was employed to explore the relations between nominalized (actual or researcher-manipulated) variables (questions on the instrument) and interval scaled variables. Although there is no assurance that each scaled item on the questionnaire was truly equal-interval in nature, the assumption of interval scaling was made so that a t-test could be used.

> . . . if we use ordinal measures as though they were interval or ratio measures, we can err seriously in interpreting data and the relations inferred from data, though the danger is probably not as grave as it has been made out to be . . . On the other hand, if we abide strictly by the rules, we cut off powerful modes of measurement and analysis and are left with tools inadequate to cope with the problems we want to solve.[2]

In addition to assumptions about equal intervals, the researcher made the assumption that two populations, i.e., natural or manipulated groupings, might or might not have the same variance. The SPSS computer package automatically computes an F test of sample variance so that a decision on pooled-variance probability estimates versus separate variance probability estimates could be determined at the .05 level of confidence:

> . . . The null hypothesis $H_0 : \sigma_1^2 = \sigma_2^2$ with alternative $H_1 : \sigma_1^2 \neq \sigma_2^2$ and a significance level α' is chosen . . . From the sample variances, F^2 is computed.
>
> $$F = \frac{\text{larger } s^2}{\text{smaller } s^2}$$
>
> If the probability for F is greater than α', H_0 is accepted; t based on the pooled-variance estimate . . . should be issued.
>
> If the probability for F is less than or equal to α', H_0 is rejected; t based on the separate variance estimate . . . should be used.[3]

Thus, the researcher examined each t value in light of the above and significant values reported in the next chapter were determined accordingly.

2. A crossbreak analysis was utilized whenever an exploration between two nominal (actual or researcher-manipulated) variables seemed appropriate:

> The major purpose of crossbreaks is simply stated: to facilitate the study and analysis of relations. Crossbreaks, by conveniently juxtaposing research variables, enable the researcher to determine the nature of the relations between the variables.[4]

The SPSS package contains a crossbreak analysis program that includes computation of the chi-square statistic. Fisher's exact test is applied in SPSS when there are fewer than 21 cases and Yates' corrected chi-square is applied to all other comparisons when the tables are 2 X 2 tables.[5] Significance found at the .05 level and beyond will be included in this study.

The Respondents

General Information

Table 2 displays a variety of demographic/biographic data pertaining to the respondents. In summary, most administrators are male, are between 30 and 50 in age, have had some graduate training, have not had any specific training for adult education work and are part-time. The findings compare closely with data from earlier research studies in the state other than the growth in number of administrators.[6,7,8]

The respondents were also asked how many years they had spent in various facets of education. Although many individuals reported being quite new to adult education, several had spent between one and three years teaching or administering adult education programs on a part-time basis. Eleven reported ten or more years in adult education; however, the average number of years when everyone was included proved to be less than two years. As might be expected almost everyone reported some experience in youth-related educational endeavors, with 57 respondents reporting an average of 5.7 years in full time educational administration positions and 87 respondents reporting an average of 6.6 years in full time K-12 teaching.

The reported major areas of study in college were quite varied as can be seen in Table 3. The lack of concentration in education as an undergraduate is perhaps surprising, although undoubtably many of those reporting other areas also obtained a teaching certificate; this is supported partially by the amount of time reported as teaching experience. The advanced degree reportings were not unexpected, with educational administration as a heavy area of emphasis.

Table 2. Various Demographic/Biographic Characteristics of the Study's Respondents

Characteristic Description	Response Frequency	Percent	Accumulative Percent
SEX:			
Male	103	90.4	---
Female	11	9.6	---
	114	100.0	
AGE:			
30 and younger	29	26.1	26.1
31 - 40	37	33.4	59.5
41 - 50	26	23.4	82.9
51 and older	19	17.1	100.0
	111[a]	100.0	
			mean = 39.45 St. Dev. = 10.67
HIGHEST LEVEL OF EDUCATION:			
A.A. degree or less	4	3.5	3.5
B.S./B.A.	28	24.6	28.1
M.S./M.A.	50	43.9	72.0
Specialist degree	26	22.8	94.8
Doctorate	6	5.3	100.1
	114	100.1	(Rounding error)
SPECIFIC TRAINING FOR ADULT ED.:			
Yes	39	35.1	---
No	72	64.9	---
	111	100.0	
ADMINISTRATOR STATUS:			
Full-time	14	12.7	---
Part-time	96	87.3	---
	110	100.0	

[a] Less than 114 in each category is due to some non-responses for that item.

Table 3. Major Area of Study by College Degree

Major Area of Study	Undergraduate		Masters		Specialist		Doctorate	
	No.	%	No.	%	No.	%	No.	%
Adult Education	1	0.9	1	1.1	2[c]	5.4	1	10.0
Social Sciences	31	27.7	3	3.3	0	0.0	0	0.0
Physical Sciences[a]	26	23.2	0	0.0	0	0.0	0	0.0
Counseling	0	0.0	6	6.7	1	2.7	1	10.0
Educ Admin.	0	0.0	48	53.3	32	86.5	8	80.0
Elem. Educ.	4	2.7	2	2.2	0	0.0	0	0.0
Second. Educ.	2	1.8	13	14.4	0	0.0	0	0.0
Special Educ.	0	0.0	1	1.1	0	0.0	0	0.0
Business Admin.	11	9.8	0	0.0	0	0.0	0	0.0
Physical Educ.	6	5.4	0	0.0	0	0.0	0	0.0
Industrial/Vocational	29	25.9	0	0.0	0	0.0	0	0.0
Miscellaneous	2	1.8	16	17.8	2	5.4	0	0.0
TOTALS (two did not respond)	112[b]	100.2	90[b]	99.9	37[b]	100.0	10[b]	100.0

[a]This category included mathematics, physics, chemistry, etc.

[b]Some reported a major although they had not yet completed the degree.

[c]Two reported specializing in adult education, although their degrees were in educational administration.

The respondents were also asked to supply information as to the types of educational certificates possessed. The following summarizes their answers:

Type of Certificate	Teaching	Administration
Professional	43	40
Standard	28	20
Pre-standard	13	--
Provisional	4	2
Substitute	1	--
1 Year Adult/Vocational	1	--
5 Year Adult/Vocational	12	--

To determine something about the administrative placing of ABE programs in the state, respondents were asked to describe the location of their program. Twelve programs were in community colleges, 87 in public schools, two in state colleges, one in a nursing home, and ten in some other setting or in some combination of the above categories.

One additional question was asked in order to understand more about the respondents. Each person was asked "In which of the following professional societies do you hold membership?"

Following is a summary of that information:

National Education Association (NEA)	47
Nebraska State Educational Association (NSEA)	70
Adult and Continuing Education Association of Nebraska (ACEAN)	18
National Association for Public Continuing and Adult Education (NAPCAE)	5
Adult Education Association of the U.S.A. (AEA)	3

The information presented thus far should not be too surprising. The typical ABE administrator in Nebraska is much like his or her counterpart in other states:

Male, part-time, and without much visible connection yet to the field of adult education -- in other words, they have come into the field "through the back door."

Significant Differences

A crossbreak comparison of most of the variables described thus far revealed several significant chi-square differences. Tables 4 - 6 detail this information. These tables can be summarized as follows:

1. Younger respondents were less likely to have obtained graduate education, to have a professional teaching certificate, and to have a professional administration certificate. No real surprises are apparent other than the fact that age and experience account for some achievements.

2. Less educated administrators were less likely to have their undergraduate degrees in the behaviorial sciences and less likely to be professional certificated as teachers. The latter finding follows logically from the information presented in number one above. It can also be suggested that less educated administrators (and probably the younger ones, too) appeared to have gravitated away from physical science areas to people-related positions at a rate greater than the other respondents.

3. Males were less likely to belong to the state's professional adult education association. This is undoubtedly due, in part, to the fact that many more males have been or still are school administrators and, thus, still likely to show allegiance to professional K-12 related associations.

The information presented in this chapter should provide some better understanding of the types of individuals administering Nebraska's ABE programs. Hopefully, research of the type reported for this study will contribute to meeting administrators' training needs, will help them in their administrative efforts, and will aid in the state's efforts to improve its adult education programs.

Table 4. Crossbreak Comparisons of
Three Demographic/Biographic Variables with Age

Comparison Variables	39 or less No.	%	40 or more No.	%	TOTAL
Level of Education:					
Bachelor's or less	21	37.5	8	15.4	29
More than Bachelor's	35	62.5	44	84.6	79
Total	56	100.0	52	100.0	108[a]
	x^2 value = 5.63		Sig. = .018		
Professional Teacher Certificate:					
Certified	14	24.1	27	50.9	41
Non-Certified	44	75.9	26	49.1	70
	58	100.0	53	100.0	111
	x^2 value = 14.04		Sig. = .0002		
Professional Admin. Certificate:					
Certified	10	17.2	28	52.8	38
Non-Certified	48	82.8	25	47.2	73
	58	100.0	53	100.0	111
	x^2 value = 14.04		Sig. = .0002		

[a] Responses totaling less than 114 due to non-response or non-applicable categories.

Table 5. Crossbreak Comparison of
Two Demographic/Biographic Variables with Highest Degree Obtained

Comparison Variables	Bachelor's or less No.	%	More than Bachelor's No.	%	TOTAL
Bachelor's Degree Major:					
Behavioral Sciences[a]	4	13.8	41	50.0	45
Physical Sciences[b]	25	86.2	41	50.0	66
TOTAL	29	100.0	82	100.0	111
	x^2 value = 10.20		Sig. = .001		
Professional Teacher Certificate:					
Certified	5	17.2	38	46.3	43
Non-Certified	24	82.8	44	53.7	68
TOTAL	29	100.0	82	100.0	111
	x^2 value = 6.47		Sig. = .001		

[a] Social Sciences, English, education, and counseling

[b] Mathematics, physics, and business

Table 6. Crossbreak Comparison of Sex with Adult and Continuing Education Association of Nebraska Membership Status

Comparison Variable	Male No.	Male %	Female No.	Female %	TOTAL
Membership Status:					
Member	13	12.6	5	45.5	18
Non-Member	90	87.4	6	54.5	96
TOTAL	103	100.0	11	100.0	114

x^2 value = 5.78 Sig. = .016

References

1 Daniel Katz, "Field Studies," a chapter in Research Methods in the Behaviorial Sciences, ed. by Leon Festinger and Daniel Katz, (New York: Holt, Rinehart and Winston, Inc., 1953), p. 17.

2 Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1967), p. 427.

3 Norman H. Nie, et. al., Statistical Package for the Social Sciences, second edition, (New York: McGraw-Hill Book Company, 1975), p. 270.

4 Kerlinger, op. cit., p. 626.

5 Nie, et. al., p. 243.

6 University of Nebraska, Department of Adult and Continuing Education, 1970 Report.

7 University of Nebraska, Department of Adult and Continuing Education, 1971 Report.

8 Meierhenry, Hill, and Smith, 1972 Report.

CHAPTER IV

FINDINGS

Introduction

The purpose of this chapter will be to present as concisely as possible the major findings of the study. There are two major sub-divisions to the chapter. The first area will describe a variety of administrator perceptions. The second area will include a discussion and display of supporting data related to comparing part and full-time administrators. Interpretive comments will be included in this chapter when it is felt they facilitate clarity.

Administrator Perceptions

Problems

The respondents were asked to indicate the importance they as administrators would attach to a variety of problems. Table 7 displays this information. As can be observed most responses were distributed across the various five point scales and tended to be somewhat normally distributed. Noticeable exceptions were "Insufficient Classroom Space", where most respondents indicated that the problem was not very important to them, "Lack of Appropriate Instructional Material", where respondents tended to indicate that the problem was on the least important side, "Planning Effective Programs", where administrators often indicated that it was quite an important problem, and "Lack of State Level Approval", where respondents often felt it was not a very important problem.

The perceptions described above were also compared by a t-test with the various demographic/biographic variables outlined in Chapter III. As can be seen in Table 8 there were four significant findings. In summary, these findings suggest the following:

Table 7. Importance Attached to Various Administrative Problems

Problem Description	Importance Selection*					Mean	St. Dev.	N
	1	2	3	4	5			
Finding Qualified Teachers	21	15	20	16	27	3.13	1.50	99
Lack of Funding	20	14	22	15	28	3.17	1.49	99
Insufficient Classroom Space	55	14	10	6	13	2.06	1.46	98
Insufficient Student Interest	13	12	34	22	18	3.20	1.25	99
Recruiting Students	15	8	26	28	21	3.33	1.32	98
Lack of Appropriate Instructional Material	23	23	28	18	6	2.60	1.21	98
Providing Inservice Training for Teachers	13	18	33	22	10	2.98	1.18	96
Planning Effective Programs	9	18	24	33	14	3.26	1.19	98
Lack of Community Support	17	26	25	19	12	2.83	1.27	99
Lack of State Level Approval	33	22	28	5	8	2.30	1.23	96
Lack of Integration of State, Local, and Federal Programs	22	18	26	14	17	2.86	1.39	97

* A five point Likert scale was utilized where 1 represented the least important and 5 represented the most important.

Table 8. T-test Comparison of
Various Demographic/Biographic Variables With Some Problem Areas

Comparison Variable	Problem Area		
	Lack of Funding		
Level of Education:	No.	Mean	St. Dev.
Bachelor's or Less	25	2.52	1.61
More than Bachelor's	72	3.40	1.41
t value = -2.60	Sig. = .011		
	Lack of Appropriate Instructional Material		
Sex:	No.	Mean	St. Dev.
Male	88	2.69	1.22
Female	10	1.80	0.79
t value = 2.26	Sig. = .026		
Specific Training for Adult Education:			
Yes	37	2.27	1.15
No	58	2.79	1.24
t value = -2.06	Sig. = .042		
	Lack of Integration of State, Local & Federal Programs		
Specific Training for Adult Education:	No.	Mean	St. Dev.
Yes	36	2.47	1.36
No	58	3.12	1.38
t value = -2.23	Sig. = .028		

1. The more educated administrators were likely to place greater importance on the lack of funding as a problem in comparison to less educated respondents. Perhaps more awareness of funding needs and potentials comes through exposure to graduate education and the corresponding age and experience differences.

2. Males and administrators who have not had specialized training in adult education were likely to place greater importance on the lack of appropriate instructional materials as a problem. Perhaps females and those who have had training are more inclined to create their own materials or do more extensive searching for materials.

3. Those administrators who have not had specialized training in adult education were likely to place greater importance on the lack of integration of state, local, and federal programs as a problem. Perhaps those with training perceive that there is better integration or perhaps their wider exposure to adult education has made them more aware of the difficulties in trying to bring about program integration.

Administrative Tasks

Respondents were also asked to indicate the importance of various adult education tasks according to their perceptions as administrators. Table 9 details the corresponding findings. There were no real surprises, with the "heavier" responsibilities receiving the higher ratings and the less glamorous tasks receiving lower ratings.

Some of the interesting findings developed in comparing ratings on individual tasks with various demographic/biographic variables. This information is displayed in Table 10. A summary of that table is as follows:

Table 9. Importance Attached to Various Administrative Tasks

Task Description	Importance Selection*					Mean	St. Dev.	N
	1	2	3	4	5			
Survey educational needs of community	5	5	17	25	46	4.04	1.15	98
Establish long range goals & objectives	5	6	13	35	40	4.00	1.12	99
Design a corresponding curriculum	5	7	17	27	43	3.97	1.17	99
Develop a philosophy compatible with that of sponsoring agency	4	10	27	27	28	3.68	1.13	96
Continually monitor adult education classes to keep them functioning	4	14	35	28	17	3.41	1.06	98
Provide flexible program to permit use of innovative ideas	4	10	17	30	38	3.89	1.15	99
Coordinate sources of money necessary to finance a quality program	7	12	23	26	27	3.57	1.24	95
Keep informed on adult ed. legislation	3	11	31	32	21	3.58	1.05	98
Develop educational and financial plans to meet needs of community	5	7	14	38	33	3.90	1.11	97
Select teachers, aids, volunteers, and counselors	5	7	17	28	40	3.94	1.16	97
Provide for staff inservice training	4	11	30	29	22	3.56	1.09	96
Select books and magazines for a professional staff library	10	21	38	23	6	2.94	1.05	98
Supervise, evaluate, and direct staff	7	13	28	26	21	3.43	1.19	95
Arrange for smoking and coffee at adult classes	25	19	28	13	11	2.65	1.31	96

Table 9. (continued)

Task Description	Importance Selection* 1	2	3	4	5	Mean	St. Dev.	N
Arrange for equipment and materials for class use	10	13	31	27	18	3.30	1.21	99
Recruit students	8	12	16	31	31	3.66	1.27	98
Maintain student records	8	12	26	37	16	3.41	1.14	99
Arrange appropriate student testing program for entering level determination	12	13	35	24	14	3.15	1.20	98
Provide classroom environment suited to needs of adults	10	10	30	23	26	3.46	1.26	99
Arrange for baby-sitting when needed by students	38	15	24	12	5	2.27	1.27	94
Plan for student transportation needs	50	15	20	5	2	1.85	1.08	92
Promote program in community	5	5	17	29	40	3.98	1.13	96
Coordinate adult education program with others in the area	8	9	23	32	20	3.51	1.19	92
Establish a communication procedure with other education and community agencies	6	7	28	39	14	3.51	1.05	94
Arrange for a public relations program to keep public informed	5	6	22	32	31	3.81	1.12	96
Institute a program to recognize the "total" progress of the student	6	7	24	33	25	3.67	1.13	95
Complete necessary reports on the program	4	9	26	35	22	3.65	1.07	96

* A five point Likert scale was utilized where 1 represented the least important and 5 the most important.

1. Females attached more importance to establishing goals and objectives, to monitoring classrooms periodically, to providing a flexible program, and to watching the "total" progress of the student than did male respondents.

2. Younger administrators attached less importance to arranging for baby-sitting and more importance to promoting the program in the community than did the older ones.

3. The less educated attached more importance to designing the curriculum and to providing a flexible program than did the more educated administrators.

4. Those with an undergraduate degree in the behavioral sciences attached more importance to such tasks as arranging for baby-sitting and planning for transportation as needed than did those who majored in the physical sciences, i.e., the former group appeared more people-oriented.

5. Administrators who were members of the National Educational Association (NEA) attached more importance to surveying the community for educational needs, to designing the curriculum, to coordinating various money sources, to developing educational and financial plans, to selecting staff, to providing inservice education, to supervising staff, to arranging for a student testing program, to providing an informal classroom environment, to coordinating adult education programs in the community, to arranging for public relations in the community, and to completing the necessary program reports. Such findings suggest that the NEA member is more inclined to administrative and office detail than the non-member.

6. Those who belonged to NSEA perhaps are inclined for even more office detail as they attached more importance to arranging for equipment and materials, providing the informal classroom environment, arranging for community public relations, completing the necessary program reports, and arranging for smoking and coffee at adult classes.

Table 10. T-test Comparison of
Various Demographic/Biographic Variables with Some Tasks

Comparison Variable	Task		
	Survey Community Needs		
NEA Membership:	No.	Mean	St. Dev.
Yes	43	4.44	0.88
No	55	3.73	1.24
t value = 3.33	Sig. = .001		
	Establish Goals and Objectives		
Sex:	No.	Mean	St. Dev.
Male	89	3.94	1.15
Female	10	4.50	0.53
t value = -2.69	Sig. = .014		
	Design Curriculum		
Level of Education:	No.	Mean	St. Dev.
Bachelor's or less	24	4.33	0.82
More than Bachelor's	73	3.86	1.23
t value = 2.14	Sig. = .037		
NEA Membership:			
Member	43	4.26	0.95
Non-member	56	3.75	1.27
t value = 2.18	Sig. = .031		
	Develop Philosophy		
Professional Admin. Certificate:	No.	Mean	St. Dev.
Certified	37	3.97	0.96
Non-certified	59	3.49	1.19
t value = 2.07	Sig. = .041		

Table 10. (cont.)

Comparison Variable	Task		
	Monitor Classes		
Sex:	No.	Mean	St. Dev.
Male	88	3.33	1.06
Female	10	4.10	0.88
t value = -2.21 Sig. = .029			
	Provide Flexible Program		
Sex:	No.	Mean	St. Dev.
Male	89	3.80	1.16
Female	10	4.70	0.68
t value = -2.41 Sig. = .018			
Level of Education:			
Bachelor's or less	24	4.50	0.66
More than Bachelor's	73	3.70	1.22
t value = 4.08 Sig. = .000			
Professional Teacher Certificate:			
Certified	42	3.62	1.19
Non-certified	57	4.09	1.09
t value = -2.03 Sig. = .045			
	Coordinate Money Source		
NEA Membership:	No.	Mean	St. Dev.
Member	42	4.05	1.08
Non-member	53	3.19	1.23
t value = 3.57 Sig. = .001			
	Develop Educ. & Financial Plans		
NEA Membership:	No.	Mean	St. Dev.
Member	43	4.23	0.97
	54	3.63	1.15
t value = 2.74 Sig. = .007			

Table 10 (cont.)

Comparison Variable	Task		
	Provide Inservice Education		
NEA Membership:	No.	Mean	St. Dev.
Member	41	3.83	1.05
Non-member	55	3.36	1.20
t value = 2.10 Sig. = .038			
	Supervise Staff		
NEA Membership:	No.	Mean	St. Dev.
Member	41	3.71	1.29
Non-member	54	3.22	1.08
t value = 2.00 Sig. = .049			
	Arrange for Equipment & Materials		
NSEA Membership:	No.	Mean	St. Dev.
Member	60	3.50	1.28
Non-member	39	3.00	1.03
t value = 2.05 Sig. = .044			
	Maintain Student Records		
5-Year Adult/Vocational Status:	No.	Mean	St. Dev.
Certified	9	4.22	0.83
Non-certified	90	3.33	1.14
t value = 2.27 Sig. = .025			
	Arrange for Student Testing Program		
NEA Membership:	No.	Mean	St. Dev.
Member	43	3.44	1.12
Non-member	55	2.93	1.22
t value = 2.15 Sig. = .034			

Table 10 (cont.)

Comparison Variable	Task		
	Provide Informal Classroom Settings		
NEA Membership:	No.	Mean	St. Dev.
Member	43	3.77	1.13
Non-member	56	3.21	1.32
t value = 2.20 Sig. = .030			
NSEA Membership:			
Member	60	3.72	1.18
Non-member	39	3.05	1.30
t value = 2.64 Sig. = .010			
ACEAN Membership:			
Member	18	4.06	1.06
Non-member	81	3.32	1.27
t value = 2.28 Sig. = .025			
	Arrange for Baby-Sitting		
Age:	No.	Mean	St. Dev.
39 or less	51	1.95	1.07
40 or more	50	2.50	1.36
t value = -2.10 Sig. = .038			
Bachelor's Degree Major:			
Behavioral Sciences	39	2.69	1.42
Physical Sciences	54	1.98	1.06
t value = 2.65 Sig. = .010			
Standard Admin. Certificate:			
Certified	16	1.56	0.96
Non-certified	78	2.41	1.27
t value = -2.51 Sig. = .014			

Table 10 (cont.)

Comparison Variable	Task		
	Plan for Transportation Needs		
Bachelor's Degree Major:	No.	Mean	St. Dev.
Behavioral Sciences	39	2.15	1.23
Physical Sciences	52	1.63	0.91
t value = 2.23 Sig. = .029			
	Promote Program in Community		
Age:	No.	Mean	St. Dev.
39 or less	52	4.25	0.93
40 or more	51	3.79	1.18
t value = 2.02 Sig. = .046			
ACEAN Membership:			
Member	18	4.67	0.48
Non-member	78	3.82	1.18
t value = 4.81 Sig. = .000			
	Coordinate Adult Educ. Programs		
NEA Membership:	No.	Mean	St. Dev.
Member	39	3.85	1.09
Non-member	53	3.26	1.21
t value = 2.38 Sig. = .020			
ACEAN Membership:			
Member	18	4.11	1.08
Non-member	74	3.36	1.18
t value = 2.45 Sig. = .016			
	Establish Communication Procedure		
ACEAN Membership:	No.	Mean	St. Dev.
Member	18	4.00	0.84
Non-member	76	3.39	1.06
t value = 2.26 Sig. = .026			

Table 10 (cont.)

Comparison Variable			Task		
			Arrange for Public Relations		
NEA Membership:			No.	Mean	St. Dev.
Member			42	4.19	0.94
Non-member			54	3.52	1.16
	t value = 3.05	Sig. = .003			
NSEA Membership:					
Member			58	4.00	1.03
Non-member			38	3.53	1.20
	t value = 2.07	Sig. = .042			
ACEAN Membership:					
Member			18	4.39	0.61
Non-member			78	3.68	1.17
	t value = 3.64	Sig. = .001			
			Watch Total Progress of Students		
Sex:			No.	Mean	St. Dev.
Male			85	3.59	1.14
Female			10	4.40	0.84
	t value = -2.18	Sig. = .032			
			Complete Necessary Reports		
NEA Membership:			No.	Mean	St. Dev.
Member			42	4.00	0.96
Non-member			54	3.37	1.07
	t value = 2.99	Sig. = .004			
NSEA Membership:					
Member			58	3.88	1.03
Non-member			38	3.29	1.04
	t value = 2.74	Sig. = .007			

Table 10 (cont.)

Comparison Variable		Task		
		Arranging for Smoking in Classrooms		
NSEA Membership:		No.	Mean	St. Dev.
Member		58	2.86	1.30
Non-member		38	2.32	1.28
	t value = 2.02	Sig. = .046		
		Select Staff		
NEA Membership:		No.	Mean	St. Dev.
Member		42	4.29	0.94
Non-member		55	3.67	1.25
	t value = 2.65	Sig. = .009		
ACEAN Membership:				
Member		18	4.50	0.71
Non-member		79	3.81	1.21
	t value = 3.21	Sig. = .003		

7. Membership in ACEAN, the state's adult education association, suggests that members are somewhat more community oriented than non-members. Members attached more importance to selecting staff, providing informal classroom settings, to promoting the adult education program in the community, to coordinating the local program with other adult education programs in the community, to establishing a communications procedure within the community, and to arranging for public relations with the community's media.

8. The type of certification one possessed also revealed some significant differences. Professional administrative certificate holders attached more importance to developing an adult education philosophy compatible with that of the sponsoring agency; standard administrative certificate holders attached less importance to arranging for baby-sitting; professional teacher certificate holders attached less importance to providing a flexible program; 5-year adult/vocational certificate holders attached more importance to maintaining student records.

To understand a little more about the nature of administrative tasks and administrators' perceptions of tasks, each respondent was asked to estimate the percent of adult education time devoted to four broad groupings of tasks. As Table 11 shows the responses were varied, but with a fairly even distribution over the four task areas. Perhaps most surprising was the fact that large numbers reported no time at all spent on some of the categories.

Table 11. Percent of Adult Education Time Estimated for Several Tasks

Task Description	Percent as Estimated by Respondents					Mean	St. Dev.
	0%	1-25%	26-50%	51-75%	76%+		
Working with Teachers	16[a]	55	17	2	1	17.44[b]	18.03[b]
Working with Students	47	45	6	5	7	15.49	25.44
Community Relations	39	61	8	3	0	11.50	14.00
Office Related Duties[c]	38	41	25	5	2	18.34	21.81

[a] The figures under each percentage category represent the number of respondents whose time estimates fell within a category. They do not total to 114 for each task because of some non-responses.

[b] The mean and standard deviation figures represent the percentage of time estimated and not the number of respondents.

[c] These included office duties, material selection, report writing, administering staff meetings, etc.

Table 12 details some significant relationships found when the time spent on a particular task was compared with perceptions of those problems described in the previous section and with the more specific administrative tasks described in

Table 12. T-test Comparisons of Various Estimates of How Time on the Job Is Spent With Some Problem Areas and Administrative Tasks

Comparison Variable	Problem Area		
	Lack of Funding		
Working with Teachers:	No.	Mean	St. Dev.
19% or time or more[a]	39	3.49	1.43
Less than 19% of time	48	2.85	1.47
t value = 2.02 Sig. = .047			
Working with Students:			
20% of time or more	22	2.55	1.56
Less than 20% of time	75	3.32	1.44
t value = -2.18 Sig. = .032			
	Planning Effective Programs		
Community Relations:	No.	Mean	St. Dev.
14% of time or more	41	2.90	1.20
Less than 14% of time	55	3.55	1.12
t value = -2.70 Sig. = .008			
Office Related Duties:			
20% of time or more	47	2.98	1.19
Less than 20% of time	49	3.55	1.14
t value = -2.41 Sig. = .018			

[a] The percentages chosen for the two groups were whole numbers nearest the median.

Table 12. (continued)

Comparison Variable	Task		
	Supervise Staff		
Working with Teachers:	No.	Mean	St. Dev.
19% of time or more	39	3.74	1.04
Less than 19% of time	45	3.18	1.21
t value = 2.27 Sig. = .026			
Office Related Duties:			
20% of time or more	49	3.65	1.11
Less than 20% of time	44	3.14	1.23
t value = 2.13 Sig. = .036			
	Recruit Students		
Community Relations:	No.	Mean	St. Dev.
14% of time or more	42	3.95	1.19
Less than 14% of time	54	3.41	1.30
t value = 2.12 Sig. = .037			
	Promote Program in Community		
Community Relations:	No.	Mean	St. Dev.
14% of time or more	40	4.28	1.04
Less than 14% of time	54	3.72	1.16
t value = 2.39 Sig. = .019			
	Coordinate Adult Education Programs		
Working with Students:	No.	Mean	St. Dev.
20% of time or more	20	2.95	1.19
Less than 20% of time	70	3.64	1.16
t value = -2.35 Sig. = .021			

this section. This information can be summarized as follows:

1. Those administrators who spend more time working with teachers and less time working with students attach greater importance to the lack of funding as a problem. Perhaps as program directors become more removed from the classroom they see more need for money.

2. Administrators who spend more time working with community relations and more time working on office related duties place less emphasis on planning effective programs as a problem. It can probably be assumed that such administrators are busily engaged in program planning during much of the time they spend with community and office responsibilities.

3. Respondents who spent more time working with teachers and more time on office related duties attached greater importance to the supervising of staff as an administrative task.

4. Those individuals who spent more time on community relations were more apt to emphasize the recruiting of students and the promotion of the adult education program in the community as would be hoped if respondents were being consistent in completing the instrument.

5. Administrators who spend more time with students emphasize less the coordination of adult education programs in the community than do those who spend less time with students. Perhaps such a finding indicates that if an administrator is able to turn classroom work over to the teachers he or she will often become more community minded.

Competency Training Needs

Respondents were also asked to examine a list of competencies representing some of those a supervisor of adult education programs might need in order to be

successful. They were then asked to check those competencies about which they felt the need for more knowledge. Table 13 displays those responses by rank order. Although responses for the administrators were spread across all competency areas, a fairly clear request for help with program planning and evaluation activities exists.

In an attempt to understand more about each competency area, the responses were dichotomized into an indication of need versus no need indication and examined by a crossbreak analysis with the various demographic/biographic variables. A chi-square test for significance aided the examination. Table 14 details the significant findings. Following is an effort to summarize the data:

1. The more educated administrators indicated a need for additional knowledge on conducting clientele needs analysis at a greater rate than the less educated administrators.

2. Those with bachelor degree majors in the behavioral sciences perceived a need for more knowledge on conducting clientele needs analyses, on constructing evaluation instruments, and on understanding agency coordination and collaboration procedures at a greater rate than those with majors in the physical sciences.

3. Administrators possessing professional teacher certificates indicated a need for more knowledge at a greater rate on the needs analysis area, on planning evaluation strategies, on utilizing sequential planning steps, on understanding the role of adult education within the remainder of the educational field, on understanding agency coordination procedures, on executing decision-making strategies, and on applying financial concepts to program activities. Perhaps a fairly narrow K-12 teacher training program could account for some of these feelings.

Table 13. Responses and Rankings Indicating a Need For Additional Knowledge for Various Competencies

Competency Description[a]	Responses		
	No.	% of total	Rank
Using Behavioral Objectives	63	55.3	1
Conducting Clientele Needs Analysis	55	48.2	2
Setting Long & Short Range Goals	49	43.0	3.5
Constructing Evaluation Instruments	49	43.0	3.5
Planning Evaluation Strategies	48	42.1	6
Identifying Philosophical Issues & Goals	48	42.1	6
Utilizing Sequential Planning Steps	48	42.1	6
Scheduling Materials with Learners	46	40.4	8.5
Understanding Role of Adult Education	46	40.4	8.5
Understanding Agency Coordination	38	33.3	10
Executing Decision Making Strategies	37	32.5	11
Interpreting/Conducting Research	36	31.6	12
Developing Recruiting Procedures	34	29.8	13.5
Applying Basic Financial Concepts	34	29.8	13.5
Communicating Orally and In Writing	28	24.6	15

[a] The questionnaire as displayed in Appendix A describes each competency area in more detail.

Table 14. Crossbreak Comparisons of Various Demographic/Biographic Variable with Several Competency Areas

Comparison Variable	Competency Area				
	Clientele Needs Analysis				
Level of Education:	No. "Yes"	%	No. "No"	%	Totals
Bachelor's or Less	8	27.6	21	72.4	29
More than Bachelor's	46	56.1	36	43.9	82
Totals	54		57		111
x^2 value = 5.88	Sig. = .015				
Bachelor's Degree Major:					
Behavioral Sciences	30	65.2	16	34.8	46
Physical Sciences	25	37.9	41	62.1	66
Totals	55		57		112
x^2 value = 7.05	Sig. = .008				
Professional Teacher Certificate:					
Certified	27	62.8	16	37.2	43
Non-certified	28	39.4	43	60.6	71
Totals	55		59		114
x^2 value = 4.95	Sig. = .026				
Professional Admin. Certificate:					
Certified	25	62.5	15	37.5	40
Non-certified	30	40.5	44	59.5	74
Totals	55		59		114
x^2 value = 4.17	Sig. = .041				

Table 14 (continued)

Comparison Variable	Competency Area				
	Setting Goals				
NEA Membership:	No. "Yes"	%	No. "No"	%	Totals
Member	27	57.5	20	42.6	47
Non-member	22	32.8	45	67.2	67
Totals	49		65		114
x^2 value = 5.86 Sig. = .016					
NSEA Membership:					
Member	37	52.9	33	47.1	70
Non-member	12	27.3	32	72.7	44
Totals	49		65		114
x^2 value = 6.21 Sig. = .013					
	Constructing Evaluation Instruments				
Bachelor's Degree Major:	No. "Yes"	%	No. "No"	%	Totals
Behavioral Sciences	26	56.5	20	43.5	46
Physical Sciences	23	34.9	43	65.2	66
Totals	49		63		112
x^2 value = 4.30 Sig. = .037					
NEA Membership:					
Member	26	55.3	21	44.7	47
Non-member	23	34.3	44	65.7	67
Totals	49		65		114
x^2 value = 4.15 Sig. = .042					

Table 14 (continued)

Comparison Variable — Competency Area					
	Planning Evaluation Strategies				
Professional Teacher Certificate:	No. "Yes"	%	No. "No"	%	Totals
Certified	24	55.8	19	44.2	43
Non-certified	24	33.8	47	66.2	71
Totals	48		66		114
X^2 value = 4.46	Sig. = .035				
	Utilizing Planning Steps				
Professional Teacher Certificate:	No. "Yes"	%	No. "No"	%	Totals
Certified	25	58.1	18	41.9	43
Non-certified	23	32.4	48	67.6	71
Totals	48		66		114
X^2 value = 6.26	Sig. = .012				
	Understanding Role of Adult Educ.				
Professional Teacher Certificate:	No. "Yes"	%	No. "No"	%	Totals
Certified	24	55.8	19	44.2	43
Non-certified	22	31.0	49	69.0	71
Totals	46		68		114
X^2 value = 5.87	Sig. = .015				
	Understanding Agency Coordination				
Bachelor Degree Major:	No. "Yes"	%	No. "No"	%	Totals
Behavioral Sciences	22	47.8	24	52.2	46
Physical Sciences	15	22.7	51	77.3	66
Totals	37		75		112
X^2 value = 6.63	Sig. = .010				

Table 14 (continued)

Comparison Variable	Competency Area				
	Understanding Agency Coordination				
Professional Teacher Certificate:	No. "Yes"	%	No. "No"	%	Totals
Certified	20	46.5	23	53.5	43
Non-certified	18	25.4	53	74.6	71
Totals	38		76		114
x^2 value = 4.49	Sig. = .034				
	Executing Decision Making Strategies				
Professional Teacher Certificate:	No. "Yes"	%	No. "No"	%	Totals
Certified	20	46.5	23	53.5	43
Non-certified	17	23.9	54	76.1	71
Totals	37		77		114
x^2 value = 5.24	Sig. = .022				
NEA Membership:					
Member	21	44.7	26	55.3	47
Non-member	16	23.9	51	76.1	67
Totals	37		77		114
x^2 value = 4.54	Sig. = .033				
NSEA Membership:					
Member	29	41.4	41	58.6	70
Non-member	8	18.2	36	81.8	44
Totals	37		77		114
x^2 value = 5.64	Sig. = .018				

Table 14 (continued)

Comparison Variable	Competency Area				
	Interpreting/Conducting Research				
NSEA Membership:	No. "Yes"	%	No. "No"	%	Totals
Member	28	40.0	42	60.0	70
Non-member	8	18.2	36	81.8	44
Totals	36		78		114
x^2 value = 4.99	Sig. = .026				
	Developing Recruiting Procedures				
ACEAN Membership:	No. "Yes"	%	No. "No"	%	Totals
Member	6	33.3	12	66.7	18
Non-member	30	31.3	66	68.8	96
Totals	36		78		114
x^2 value = 5.38	Sig. = .020				
	Applying Financial Concepts				
Professional Teacher Certificate:	No. "Yes"	%	No. "No"	%	Totals
Certified	18	41.9	25	58.1	43
Non-certified	16	22.5	55	77.5	71
Totals	34		80		114
x^2 value = 3.90	Sig. = .048				
Professional Admin. Certificate:					
Certified	17	42.5	23	57.5	40
Non-certified	17	23.0	57	77.0	74
Totals	34		80		114
x^2 value = 3.84	Sig. = .050				

4. Those possessing professional administrative certificates indicated a greater preference for more knowledge on the needs analysis area and on applying financial concepts to adult education programs. These findings are somewhat surprising because of the training programs most administrators have completed.

5. Membership in professional associations, as in the other sub-sections, provided several significant crossbreak relationships. NEA members indicated a greater need for more knowledge on setting long and short range goals (as did NSEA members), on constructing evaluation instruments, and on executing decision-making strategies (as did NSEA members). NSEA members also indicated a greater need for the area of interpreting and conducting research. ACEAN members indicated a greater need for more information on developing staff recruiting procedures.

One additional computation was made to understand better the topic of competency training needs. The total number of needs each respondent said "yes" to was obtained to provide a continuous measure of need. These values were then compared by t-test with the various demographic/biographic variables. As Table 15 reveals there were two significant differences showing that behavioral science majors and NEA members perceive a greater need for more knowledge and training in adult education.

Part-time vs. Full-time Administrators

As was suggested in Chapter II there are some differences between part and full-time administrators. For this particular study there were problems in even determining who was part-time and who was full-time. The fact that 14 people indicated they were full-time was not checked by actual observation or interview.

Table 15. T-test Comparison of Two Demographic/Biographic Variables With the Total Number of Perceived Needs

Comparison Variable	Total Number of Needs		
Bachelor's Degree Major:	No.	Mean	St. Dev.
Behavioral Sciences	46	7.22	5.74
Physical Sciences	66	4.92	5.13
t value = 2.22	Sig. = .029		
NEA Membership:	No.	Mean	St. Dev.
Member	47	7.04	5.92
Non-member	67	4.90	4.99
t value = 2.09	Sig. = .039		

The State Department of Education at the time of this study listed 20 different persons as full-time; not all of these people returned questionnaires. In addition, three people whom the State Department had said were part-time declared themselves as full-time. Subsequently, a potential limitation to the data is some inaccuracies relative to full-time status.

Given the limitation described above, the respondents were compared through a crossbreak analysis on what they checked as their employment status in adult education with the various demographic/biographic variables. A significant comparison result is displayed in Table 16.

Table 16. Crossbreak Comparisons of Sex With Part vs. Full-time Status

Sex	Part-time		Full-time		Totals
	No.	%	No.	%	
Male	90	90.9	9	9.1	99
Female	6	54.5	5	45.5	11
Total	96		14		110

χ^2 value = 8.74 Sig. = .003

Only the "sex" variable showed a realistic significant difference, with nearly half of the females in the study declaring themselves full-time as compared to less than 10% of the males. Membership status in NAPCAE and ACEAN also resulted in significant chi-square values; however, because the numbers in some of the comparison cells were three or less, interpreting the significant values has severe limitations. In addition, a significantly small percentage of the full-time people were located in public school-based programs. Such a finding would be expected, however, as most public schools in Nebraska are too small to afford employing a full-time administrator of adult education.

Employment status was also compared with perceptions of both administrative problems and tasks. Table 17 shows that only one problem and one task were perceived significantly different by full-time administrators as compared to part-time people. Neither finding adds much clarity to understanding the differences except to suggest that the full-time person has more time to spend on obtaining community support and on keeping student records.

Table 17. T-test comparisons of Administrator Perceptions of Problems and Tasks with the Employment Status

Employment Status	Problem/Task		
	Lack of Community Support		
	No.	Mean	St. Dev.
Part-time	13	2.08	0.86
Full-time	82	2.94	1.31
t value = 02.29	Sig. = .024		
	Keeping Student Records		
	No.	Mean	St. Dev.
Part-time	13	4.00	0.91
Full-time	84	3.35	1.14
t value = 1.99	Sig. = .050		

When the information on competency training needs was compared with the employment status of the administrators, very few significant differences were found. Full-time administrators were significantly less likely than part-time administrators to request more knowledge on applying financial concepts to programming, on clientele needs analysis techniques, and on setting long and short range goals. However, a cell size of two or less in each comparison described above limits the usefulness of such information.

Table 18 does reveal an interesting finding. When the total number of needs indicated by the administrators was compared according to employment status, part-time directors indicated that they had significantly more needs. Full-time people

Table 18. T-test Comparison of Employment Status With the Total Number of Perceived Needs

Employment Status	Total Number of Needs		
	No.	Mean	St. Dev.
Part-time	96	6.19	5.64
Full-time	14	3.36	2.85

t value = -2.97 Sig. = .006

perhaps have more opportunity to pick up needed skills, whereas part-time people are no doubt feeling some inadequacies because their adult education jobs often are on an overload basis.

In examining the part-time versus the full-time adult education administrator, a sense of not many differences can be obtained. In a state like Nebraska where so many of the administrators entered the adult education field by accident or circumstance instead of by choice, not many differences should be expected. Hopefully, the information presented in this section will help state and local officials to plan training programs throughout the state. The final chapter will suggest a variety of training implications.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to study, analyze, and describe ABE program administrators in Nebraska. An attempt was made to understand the administrator in general and also to determine if major differences existed between part and full-time people. It is anticipated that the information uncovered will assist in the future improvement of adult education in the state, will assist state and local people in recruiting adult education administrators, and will assist the State Department's Adult Education office in planning training programs for administrators.

An Overview

If one wanted to summarize in one word the nature of the adult education administrative picture in Nebraska, "varied" might be a good choice. However, there are many more males than females in administrator slots, most are on a part-time status, typically they are in their mid to late thirties, most are highly educated and often with advanced degrees, and very few have had any specialized preparation for their adult education administrator spots. Consequently, there exists a cosmopolitan group of individuals, all with a similar goal in mind, and most in continuous need of more training, specialized assistance, and more time to accomplish a demanding job in a manner than will be self-satisfying.

The respondents were also very willing to report their perceptions regarding the importance of various problems and tasks. Highly important problems with which they must deal included such items as recruiting students, planning effective programs, maintaining student interest, finding appropriate amounts of funding,

and finding qualified teachers. Tasks perceived as highly important included such items as surveying their communities' educational needs, establishing long range program goals, promoting their programs in the community, designing curriculum appropriate for uncovered needs, selecting personnel, and designing both educational and financial plans that will meet community needs.

A variety of competency training needs were also uncovered. Some important needs included more understanding of or knowledge pertaining to using behavioral objectives, conducting clientele needs analyses, setting long and short range goals, evaluating programs, identifying philosophical issues and goals, and employing sequential planning steps in their program design efforts.

There were some differences uncovered in comparing part and full-time administrators. Proportionally more females declared themselves as full time, full-time people were more likely than part-time people to belong to professional adult education associations, and full-time administrators were less likely to be located in a public school setting. Finally, part-time people indicated considerable more educational training needs than did full-time administrators.

Recommendations

State Department Level

There were some indications from the data that full-time administrators are able to work better at such tasks as developing community relations and maintaining perhaps a more organized office. In addition, it can be suggested that full-time people have more skills that can be brought to bear on various problems and tasks. However, the expense involved in hiring more full-time administrators is something that has to be reckoned with at both state and local levels. The steps that the Adult Education Division office in the State Department has taken to make full-time people responsible for regions of the state and in some cases to put people

out into regions is a compromise that has obvious merit.

Recommendation No. 1: That the State Department continue to seek additional funding for purposes of hiring more full-time administrators and that the policy initiated of placing full-time people in regional spots throughout the state be expanded and continuously evaluated.

Recommendation No. 2: Because proportionally more full-time administrators than part-time people are located in community college settings, the State Department should continue to explore with the community colleges of the state the mutual support of full-time people in main campus and satellite settings.

The information uncovered pertaining to the time estimated by administrators that is spent on four broad groupings of tasks has some immediate implications for the State office. If, in fact, large numbers of administrators are spending no or only a small amount of time on such tasks as community relations and working with teachers, then it is suggested that the adult education program in corresponding communities is not at the level of vitality possible.

Recommendation No. 3: That the State office carry out a more extensive analysis of how time is spent, make some decisions on how time should be spent, and derive some guidelines for regional and local program administrators.

A final point to be raised here is the finding pertaining to a fairly narrow competency base of some administrators, especially those who were experienced school teachers but who had not had specific training for adult education.

Recommendation No. 4: That the State office review its criteria for recruiting administrators in light of some of the data presented in this report, i.e., professional association affiliations, possession of professional teaching certificate, bachelor degree major, etc., and derive some recruitment guidelines for use at the local level.

Recommendation No. 5: That the State adult education officer meet with officials from teacher training institutions and from the state's teacher accreditation office to review the requirements at the undergraduate level for teacher training and certification with the goal in mind of adding some coursework in adult and community education to a normal training program.

There are many more implications to be made and recommendations to be given. However, they appear to relate more specifically to the training needs of adult education administrators. Subsequently, there follows another sub-section more specific to training needs.

Training Implications

There are a host of training needs apparent from an examination of the data. Each has potential application at either the local or a regional level. Some suggestions regarding how such training could be designed will be contained in a later section.

One very obvious finding in examining the demographic/biographic data is the fact that a wide variety of ages, educational backgrounds and levels, experience, and program location exists. In addition, a large majority of the administrators did not have any specific training in or preparation for adult education.

Recommendation No. 6: That consideration be given to offering educational alternatives including individualized learning opportunities, for the future training of ABE supervisors because of their diverse backgrounds.

Recommendation No. 7: That the State office encourage and make opportunities available for local administrators to obtain some specific training in adult education. Perhaps graduate training programs in adult education would be an answer for many of the respondents.

The importance attached to various administrative problems by the respondents resulted in some topics to consider for future training activities. In addition, some corresponding t-tests for significant differences revealed in one more way the potential need for training alternatives from which administrators can choose in accordance to their individual needs and status.

Recommendation No. 8: That the material in Table 4 (Chapter III) be examined and that such topics as how to recruit students and teachers, how to plan effective programs, and how to maintain student interest be included in future training programs.

The importance attached to various administrative tasks also revealed several areas for consideration. Significant differences were found for several comparison variables, especially the characteristic of membership in professional educational associations.

Recommendation No. 9: That the material in Table 6 be examined and that such topics as how to assess community needs, how to develop long-range goals and objectives, how to promote the program in the community, and how to design an appropriate curriculum be included in future training efforts.

The respondents were also asked to indicate directly some of their training needs. A variety of competencies were identified as areas for additional knowledge or skill. There is some overlap between the competency training needs identified and those needs already reported in this section. However, additional training implications are apparent in examining the data.

Recommendation No. 10: That the material in Table 13 be examined and that the highest priority items be utilized as bases for future training efforts.

Planning Information

Each administrator was asked to indicate his or her preference as to how additional knowledge for the various training competency areas could be acquired. Their choices were through formal courses, through workshops, or by written material. As Table 19 shows, formal course work was not a heavy favorite, no doubt because of the inconvenience of enrolling in formal programs, in many cases of having to drive long distances, and because courses in adult education have not been readily available throughout the state and, thus, not thought of as a viable option. The increasing emphasis on ABE in the University of Nebraska's Department of Adult Education, the availability of more of the Department's courses throughout the state, such courses as the Maryland television course in adult education, and various non-traditional approaches to offering courses that could be tried hopefully will maintain the formal course as a viable training option.

The high interest in workshops is encouraging because of the convenience and useability of such a format. No doubt future training efforts will continue to make heavy use of the workshop format. Of special significance was the relatively high, and, in many cases, the very high interest, in written materials as an option for acquiring additional information. The State office can utilize such information to help plan and prescribe individual training programs for each ABE administrator.

Table 19. Methodological Preferences in Acquiring Additional Knowledge for Various Competencies

Competency Description	Formal Course	Workshop	Written Material
Behavioral Objectives	4[a]	20	19
Clientele Needs Analysis	4	23	15
Goal Setting	3	16	18
Evaluation Instruments	5	17	18
Evaluation Strategies	5	18	14
Philosophical Issues	7	15	13
Planning Steps	4	22	10
Scheduling Materials	1	17	18
Role of Adult Education	4	16	13
Agency Coordination	1	17	12
Decision-Making	4	9	13
Research Procedures	4	12	11
Recruiting Procedures	2	15	10
Financial Concepts	1	14	11
Communications Techniques	3	7	11
Mean	3.47	15.87	13.73

[a] The figures represent the number of respondents checking the category. Each person could check as many as he or she preferred.

Additional Research Needs

A study of this nature would be quite incomplete if it did not give birth to some new questions. Therefore, following are several questions for other researchers to consider. Some of the questions could be considered as hypotheses to be tested and others would be natural follow-up research guides.

1. How would responses to questions like those included for this study vary if the study was conducted every five years?
2. Are older administrators more successful than younger ones?
3. Does the amount of education acquired have any bearing on program success?
4. Does the amount of training specifically in adult education have a relationship to success?
5. Do part-time adult education administrators have problems and tasks unique to them in comparison to full-time administrators?
6. What are some of the major differences between administrators with physical science backgrounds and those with behavioral science backgrounds?
7. Do such differences affect the success of programs?
8. Why have so many administrators with physical science backgrounds been attracted to ABE administrator positions?
9. What are some major differences between administrators who belong to various professional educational associations or who possess various types of professional educational certificates and those who do not?
10. Do such differences affect the success of programs?
11. Do administrators who belong to ACEAN have unique skills or specific personality traits that enable them to work more successfully at the community level than other administrators?
12. What is the actual amount of time administrators spend on various adult education tasks?
13. Does the manner in which an administrator divides his or her time have a bearing on the success of a program?

14. What are some additional perceived training needs of adult education administrators?

15. Are there differences between administrators' perceived needs and those that could be demonstrated through some technique?

16. What are the best techniques for obtaining needs and planning information?

Conclusions

There are several findings from this research study that stand out significantly. For example, it certainly appears that membership in professional educational associations and the concomitant commitment to education is an important variable to consider in both recruiting administrators and in planning training programs.

Intriguing, too, are the differences found and suggested between administrators with behavioral science backgrounds and those with physical science backgrounds. Why are those with physical science backgrounds gravitating to people-oriented positions? Do such individuals then obtain advanced degrees in education? What are the implications of such differences for training, recruiting, and program success? These are just some of the questions that come to mind.

Finally, it was interesting to note that those few administrators who are members of the state's professional adult education association (ACEAN) appear to be somewhat more community-minded as they carry out their job responsibilities. Perhaps that is an indication of the viability of the association in helping its members to operate a comprehensive program.

It was gratifying to receive the cooperation of so many individuals involved with adult education in Nebraska. Hopefully, the findings of this research will aid local and state officials as they endeavor to improve educational programs for the state.

Reference

[1] For additional discussion on perceived versus demonstrated needs, see Roger Hiemstra and Roger Long, "A Survey of 'Felt' Versus 'Real' Needs of Physical Therapists," Adult Education, XXIV, 4, 1974, 278-279.

APPENDIX A

STUDY QUESTIONNAIRE

QUESTIONNAIRE ON ADULT EDUCATION CODE _____

Biographic Information

1. Sex: _____ Male _____ Female

2. Age _____

3. Number of years in the professional field of:

	Full Time	Part Time
A. Adult Education - administration	_____	_____
B. Adult Education - teaching	_____	_____
C. Educ. Administration (other than Adult Ed.)	_____	_____
D. Education - teaching (other than Adult Ed.)	_____	_____

4. Check highest college degree you possess:

_____ Associate Degree _____ Master's Degree _____ Doctorate

_____ Bachelors Degree _____ Specialist Degree

5. What was your undergraduate major? _____

6. What was your undergraduate minor? _____

7. What was your graduate major (Master's level)? _____

8. What was your graduate minor (Master's level)? _____

9. What was your specialist major? _____

10. What was your Doctorate major? _____

11. Please check any of the following types of certificates you currently possess.

	in Teaching	in Administration
A. Professional		
B. Standard		
C. Pre-standard		
D. Provisional		
E. Substitute		
F. Emergency		
G. Status Teaching Certificate . . (Issued by the State Dept. of Vocational Education for Adult Basic and Voc. adult education teaching.)	_____ 1 yr. _____ 5 yr.	

ADULT EDUCATION PROGRAM

12. Please check the appropriate classification as to where your adult education program is located.

_____ Junior College _____ Vocational/Technical School

_____ K - 12 Public School _____ State College

_____ Other (describe) _____

13. Have you completed any adult education workshops, courses or other training programs which were designed to prepare administrators to supervise adult education programs? _____Yes _____ No

If yes, please describe the program(s) and when you participated.

_____

_____

14. In which of the following professional societies do you hold membership?

_____ National Education Association

_____ Nebraska State Educational Association

_____ Adult and Continuing Education Association of Nebraska

_____ National Association for Public Continuing and Adult Education

_____ Adult Education Association of the U.S.A.

_____ Other (list) _____

15. Are you a full time administrator of an adult education program?

_____ Yes _____ No

16. If you are a part time administrator of adult education, briefly describe your non-adult education position (identify any courses you teach).

_____

17. Estimate what percentage of your total working time is devoted to administering Adult Basic Education (ABE-GED) programs _____

What percentage of your total time is devoted to administering adult education programs other than ABE-GED? _____

18. Please indicate the importance of each of the following problems to you as an administrator of adult education by circling the proper number on a 5 point scale. (1 is least important and 5 most important)

Finding qualified teachers	1 2 3 4 5
Lack of funding	1 2 3 4 5
Insufficient classroom space	1 2 3 4 5
Insufficient student interest	1 2 3 4 5
Recruiting students	1 2 3 4 5
Lack of appropriate instructional material	1 2 3 4 5
Providing inservice training for teachers	1 2 3 4 5
Planning effective programs	1 2 3 4 5
Lack of community support	1 2 3 4 5
Lack of state level approval	1 2 3 4 5
Lack of integration of state, local and federal programs	1 2 3 4 5

19. To the best of your ability, estimate what percent of your adult education time is devoted to each of the following:

_____ Working with teachers _____ Working with students

_____ Community relations _____ Other _____

_____ Office duties, staff meetings and selection of materials

20. Identify the number of staff in your adult education program. Please specify various titles if different from those listed.

	1971			1972		
	Full time	Part time	Volunteer	Full time	Part time	Volunteer
Director						
Supervisor						
Teachers						
Counselors						
Teacher-aids						
Others						

21. The following are some possible tasks of the adult education director or supervisor. Please circle the number on the five point scale to indicate the importance of the individual task as you perceive it. (1 is of low value and 5 is of great importance)

Make a survey to identify the educational needs of the community 1 2 3 4 5

Establish long range goals and corresponding objectives to be accomplished 1 2 3 4 5

Design a curriculum to achieve these objectives 1 2 3 4 5

Develop a philosophy that is compatible with that of the sponsoring agency 1 2 3 4 5

Once an adult education class is established, continually monitor it in order to keep the class in a functional state 1 2 3 4 5

Provide a program flexible enough to permit the implementation of innovative ideas 1 2 3 4 5

Coordinate the sources of monies necessary to finance a quality program 1 2 3 4 5

Keep informed of legislation related to adult education . 1 2 3 4 5

Develop educational and financial plans to meet the needs of the community 1 2 3 4 5

Selection of teachers, aids, volunteers and counselors . 1 2 3 4 5

Provide for inservice education for the staff 1 2 3 4 5

Select books and magazines for a professional library to be used by the staff 1 2 3 4 5

Supervise, evaluate and direct the staff 1 2 3 4 5

Arrange for equipment and materials for class use 1 2 3 4 5

Recruit students 1 2 3 4 5

Maintain student records 1 2 3 4 5

Arrange a testing program that will allow a student to be placed in the appropriate level in classes 1 2 3 4 5

Provide an informal classroom environment suited to the needs of adults 1 2 3 4 5

Make a baby-sitting arrangement for students with children at a nursery, with Girl Scouts, volunteers, etc. 1 2 3 4 5

Plan for car pools or reduced bus fare for enrollees 1 2 3 4 5

Promote the program in the community 1 2 3 4 5

Coordinate the adult education program with those of other schools in the community or other areas 1 2 3 4 5

Establish a procedure for communications with school officials and other community agency administrators 1 2 3 4 5

Arrange with newspapers, radio and television stations to keep the public informed of the progress of the programs 1 2 3 4 5

Institute a program that recognizes the "total progress" of a student, not academic growth alone 1 2 3 4 5

Complete necessary reports on the program 1 2 3 4 5

Arrange for smoking and coffee at adult classes 1 2 3 4 5

22. The following competencies are some of those a supervisor of adult education programs needs in order to successfully carry out his or her job. Please check those about which you feel you need additional knowledge. For each competency that you check, please note how you would like to acquire that knowledge or skill.

COMPETENCY	I need additional knowledge	I would like to acquire the additional knowledge by:		
		Formal Course	Workshop	Written Material
Objectives - Ability to identify and select performance based behavioral objectives for use in program planning.				
Clientele Need Analysis - Ability to conduct need appraisal and clientele analysis to help set agency or program goals.				
Goal Analysis - Ability to analyze and set long and short range program goals.				
Program planning process - Ability to utilize a sequence of steps in planning and operating a program.				
Scheduling - Ability to bring together appropriate learners, mentors, materials, equipment and facilities.				
Decision Making - Skill in planning and executing effective decision making strategies.				

COMPETENCY	I need additional knowledge	I would like to acquire the additional knowledge by: Formal Course	Workshop	Written Material
Evaluation - Ability to construct usable instruments for data collection.				
Evaluation - Ability to plan evaluation strategies in conjunction with program goals.				
Ability to identify and analyze individual, agency and community issues related to goals and philosophy of adult education.				
Understanding of interrelationships between adult education and the remainder of education				
Ability to communicate orally and in writing at a professional level				
Ability to interpret, conduct and apply research.				
Ability to develop effective procedures for the recruitment, selection, orientation and supervision of agency staff.				
Ability to apply basic concepts related to agency finance and facilities to help achieve program objectives.				
Understanding procedures for planning between agencies including collaboration and councils.				

23. Please identify any specific administration or program planning needs that you have:

_____

_____

_____

_____

_____

APPENDIX B

LOCATION OF ADULT EDUCATION COURSES AND PROGRAMS IN NEBRASKA

I. Public School Districts Reporting Adult Education Programs

Albion
Alliance
Ansley
Atkinson
Auburn
Bayard
Beatrice
Beaver City
Bellevue
Blair
Bloomfield
Bridgeport
Burwell
Campbell
Cairo
Cedar Rapids
Central City
Chadron
Clarkson
Columbus
Cozad
Crete
Curtis
David City
Diller
Dodge
Elba
Elgin
Elwood
Emerson
Ewing
Exeter
Fairbury
Fairfield
Falls City
Farman
Filley
Firth
Fremont
Friend
Fullerton
Genoa
Grand Island
Gordon
Grant
Gretna
Guide Rock
Harrisburg
Hastings
Hayes Center
Hay Springs
Henderson
Holbrook
Holdrege
Homer
Humboldt
Hyannis
Imperial
Kearney
Kenesaw
Kimball
Lakeview
Laurel
Lexington
Lincoln
Loup City
Lynch
Lyons
Macy
McCook
Milford
Millard
Minden
Mullen
Nebraska City
Nehawka
New Castle
Niobrara
Norfolk
North Loup
North Platte
Oakland
Omaha
Ogallala
O'Neill
Ord
Oxford
Palmyra
Pawnee City
Petersburg
Plainview
Plattsmouth
Polk
Ponca
Randolph
Raymond
St. Edward
Saint Paul
Santee
Schuyler
Scottsbluff
Seward
Sidney
Spencer
Stanton
Stella
Sutton
Syracuse
Takanak
Tilden
Valentine
Verdigre
Walthill
Waverly
West Point
Winnebago
York

II. Technical Community Colleges with Adult Education Programs

A. Central Nebraska Technical Community College Area

Central Nebraska Technical College-Hastings
Platte College-Columbus

B. Eastern Nebraska Technical Community College Area - (to be named)

C. Mid-Plains Technical Community College Area

North Platte Junior College-North Platte
Mid-Plains Vocational Technical College-North Platte
McCook Junior College-McCook

D. Northeast Nebraska Technical Community College Area

Northeastern Nebraska College-Norfolk
Northeast Technical Community College-Norfolk

E. Omaha Nebraska Technical Community College Area-Omaha

F. Southeast Nebraska Technical Community College Area

Fairbury Junior College-Fairbury
Lincoln Nebraska Technical Community College-Lincoln
Nebraska Technical College-Milford

G. Western Nebraska Technical Community College Area

Nebraska Western College-Scottsbluff
Western Nebraska Vocational Technical College-Sidney

III. Adult Basic Education Program Sites .

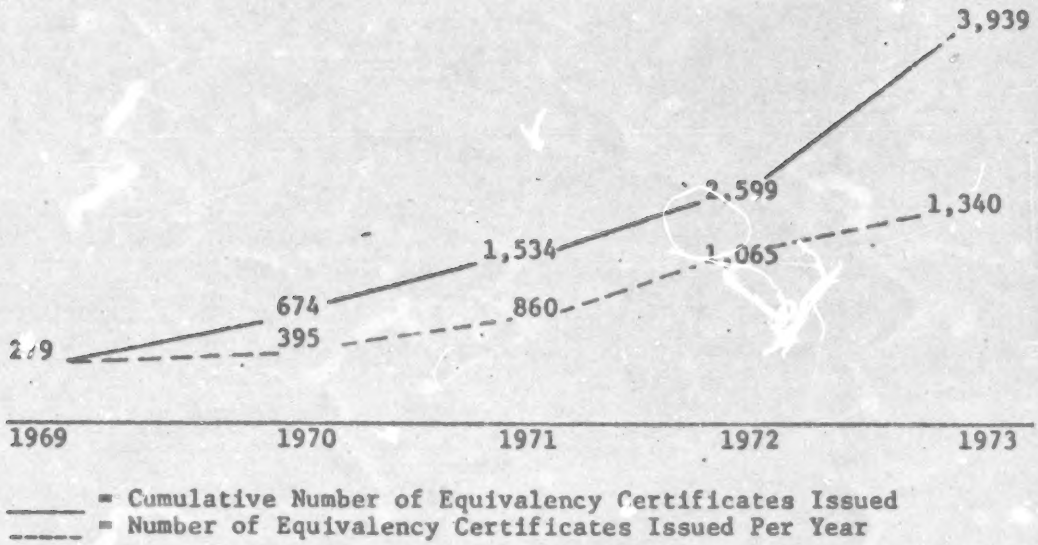
Alliance
Beatrice
Chadron
Cozad
Fairbury
Falls City
Grand Island
Kearney
Lexington
Lincoln
Lincoln-State Penal & Correctional Complex
McCook
Minden
Nebraska City
Norfolk
North Platte
Ogallala
Omaha
Scottsbluff
York
York Women's Reformatory

Adult Basic Education Satellite Classroom Sites

Ainsworth
Albion
Arapahoe
Bayard
Benkelman
Bridgeport
Central City
Cody
Columbus
Crawford
Crete
Curtis
Dakota City
David City
Exeter
Geneva
Gering
Gibbon
Gordon
Hartington
Hay Springs
Hayes Center
Hebron
Holdrege
Humboldt
Imperial
Lodgepole
Lyman
Macy
Minatare
Mitchell
Morrill
Neligh
Niobrara
O'Neill
Oshkosh
Plainview
Ravenna
Rushville
Santee
Seward
Stromsburg
Tekamah
Valentine
Wayne
West Point
Wilber
Winnebago

APPENDIX C

HIGH SCHOOL EQUIVALENCY DIPLOMAS EARNED



APPENDIX D

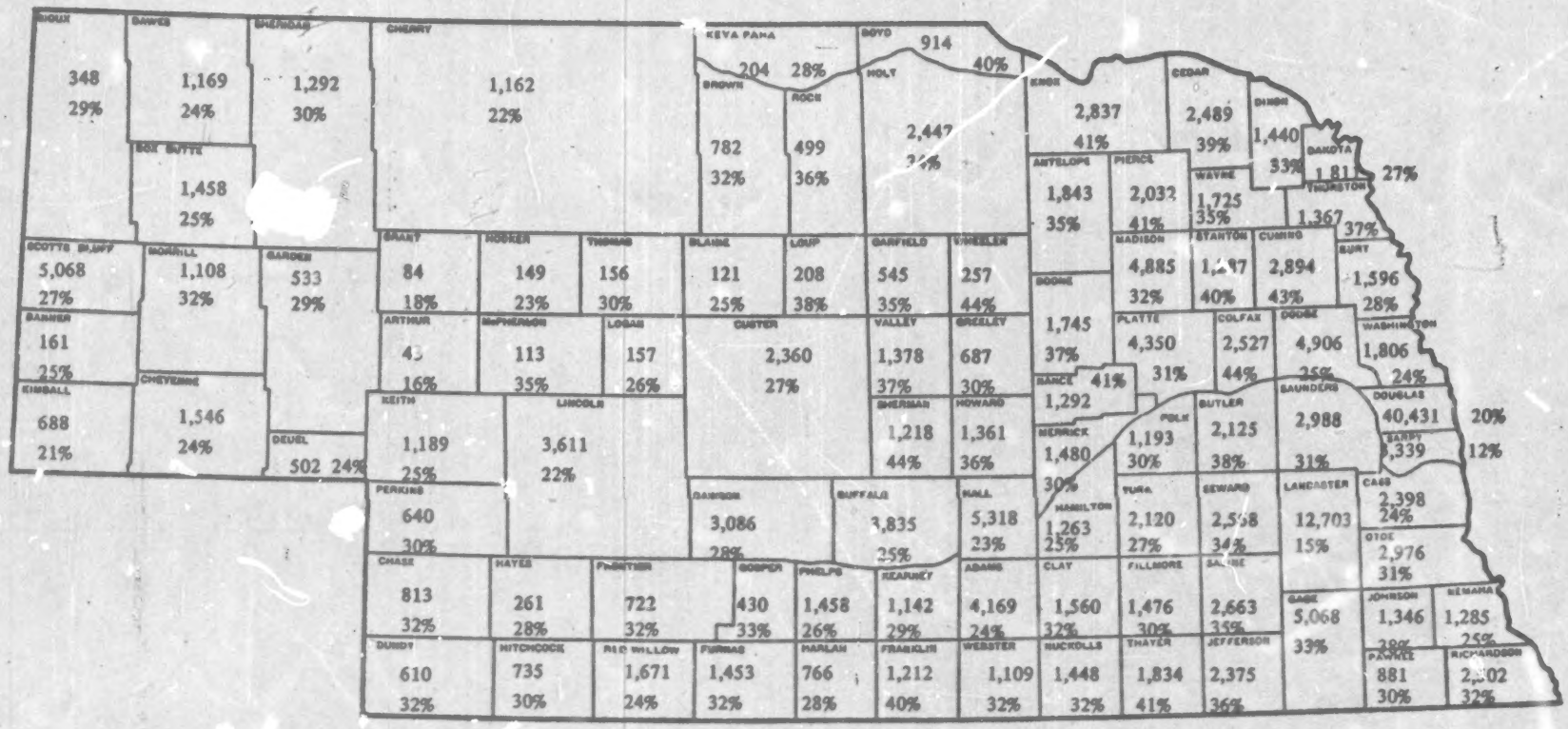
1970 CENSUS INFORMATION PERTAINING TO NEBRASKA'S EDUCATIONALLY DISADVANTAGED ADULTS

Source:

State Department of Education, Division of Adult Education

STATE OF NEBRASKA

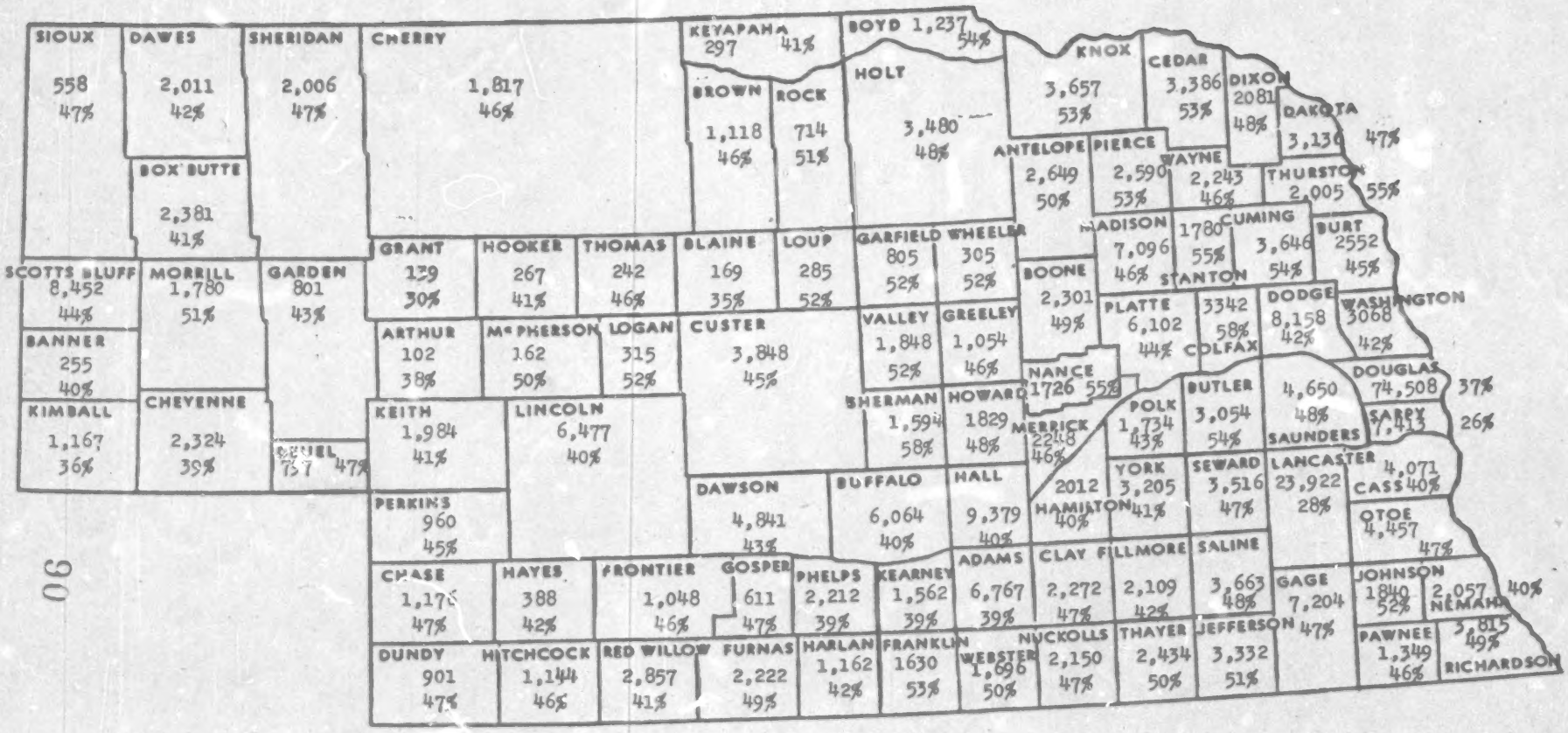
ADULT POPULATION (25 YEARS AND OVER) WITH NO MORE THAN 8TH GRADE EDUCATION AND PERCENTAGE OF ADULT POPULATION (1970 CENSUS)



AE-21-2

STATE OF NEBRASKA

ADULT POPULATION (25 YEARS AND OVER)
WITH NO MORE THAN 11TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



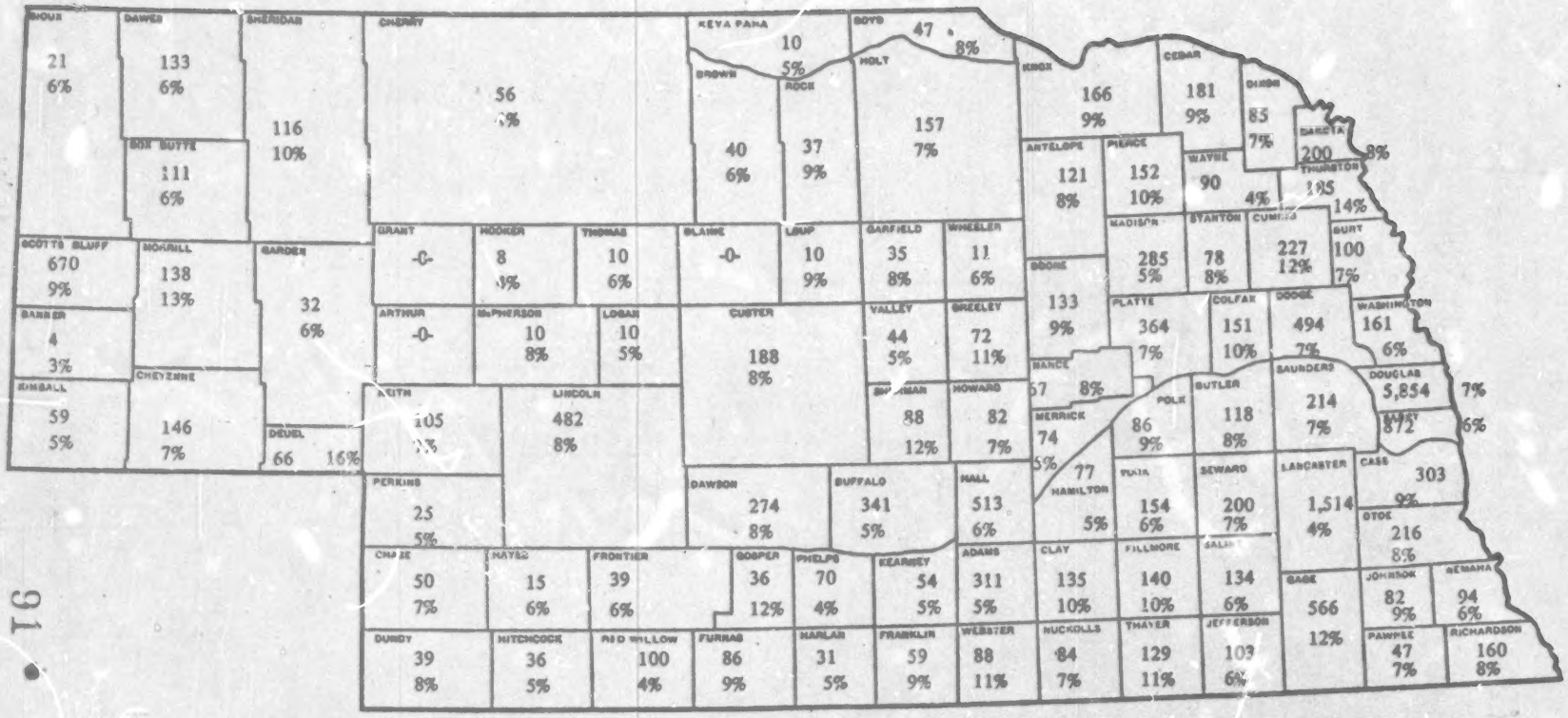
AE-21-3

-20-

90

STATE OF NEBRASKA

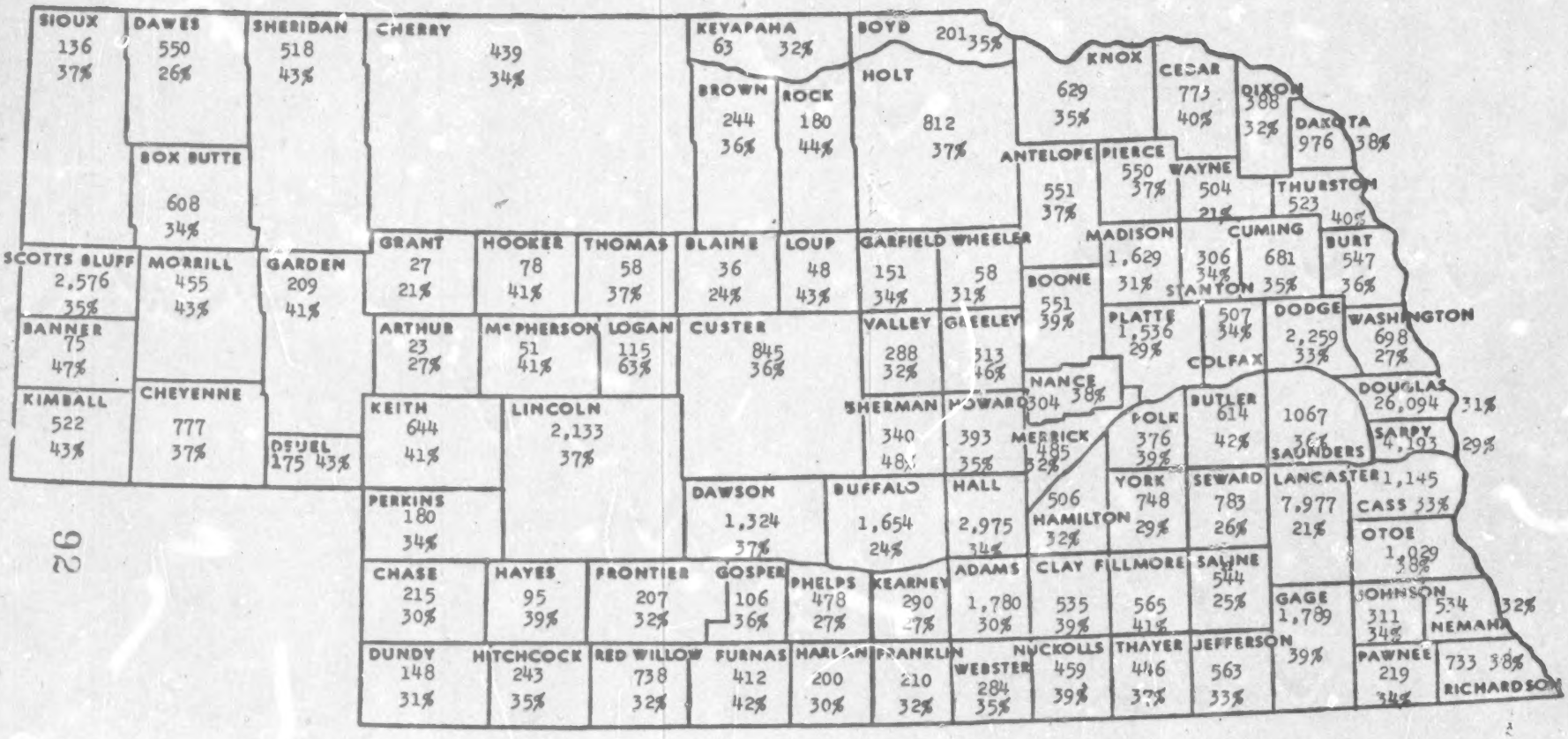
ADULT FEMALE POPULATION (15 TO 44 YEARS OLD)
WITH NO MORE THAN 8TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-4

STATE OF NEBRASKA

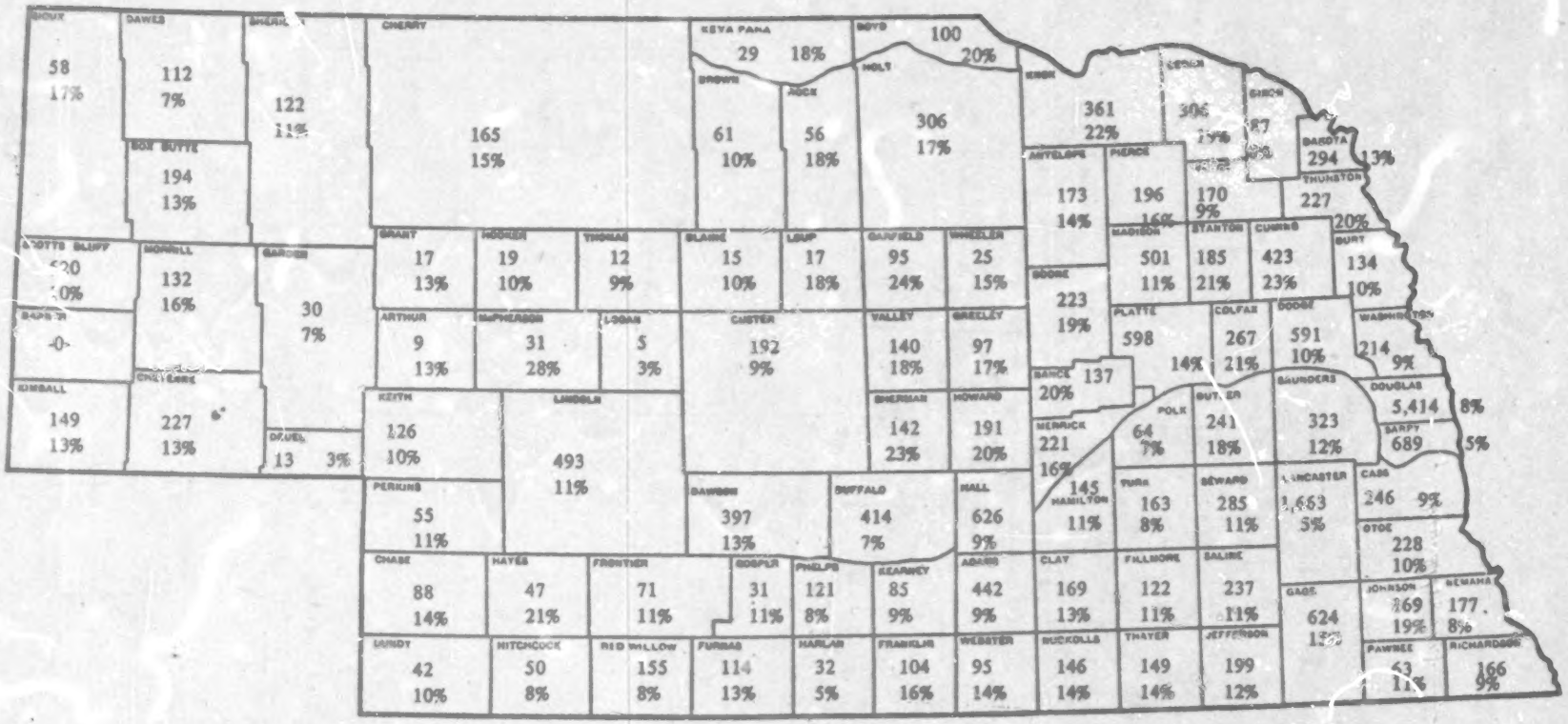
ADULT FEMALE POPULATION (15 TO 44 YEARS OLD)
WITH NO MORE THAN 11TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-5

STATE OF NEBRASKA

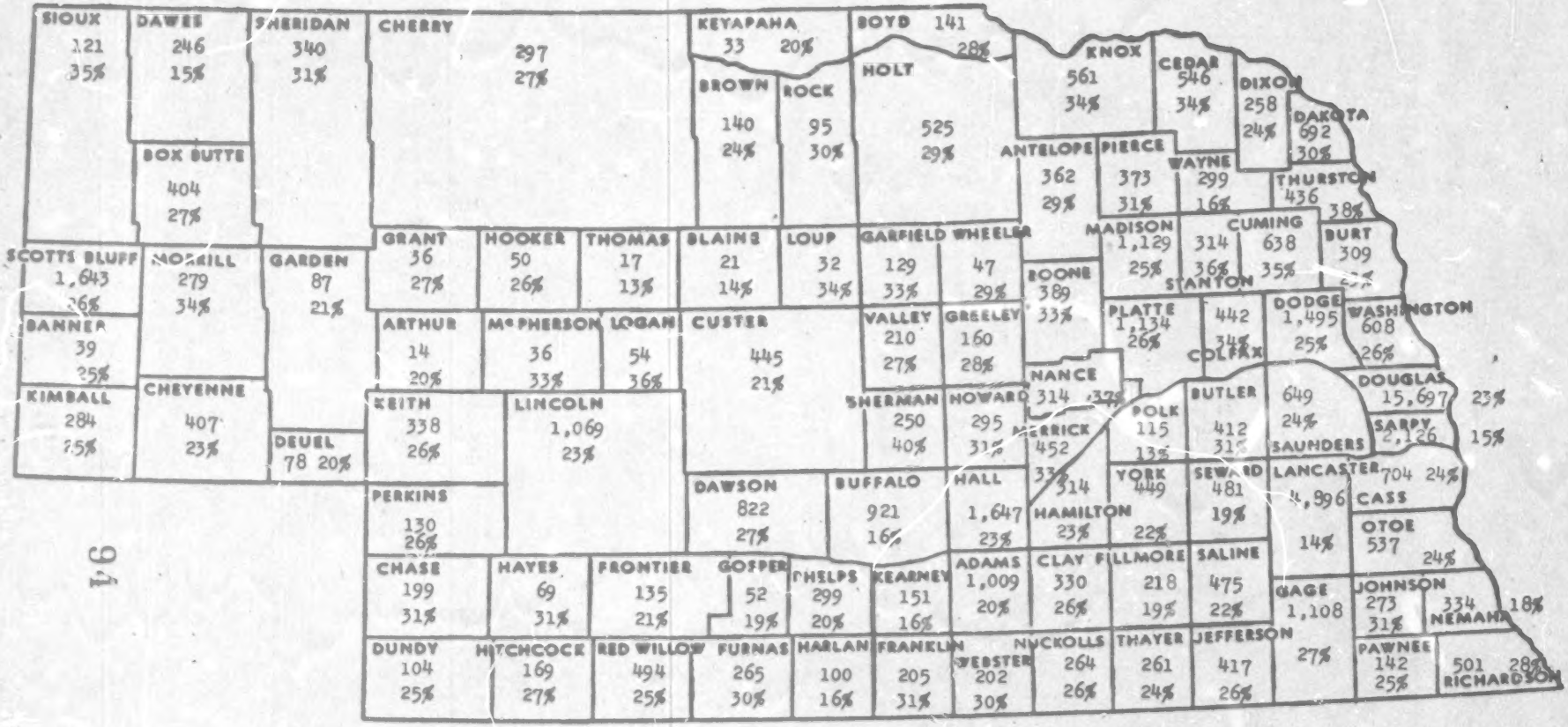
ADULT MALE POPULATION (20 TO 49 YEARS OLD)
WITH NO MORE THAN 8TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-6

STATE OF NEBRASKA

ADULT MALE POPULATION (20 TO 49 YEARS OLD)
WITH NO MORE THAN 11TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-7